

2015-2016
College Catalog



LE MOYNE

SPIRIT. INQUIRY. LEADERSHIP. *JESUIT.*

WWW.LEMOYNE.EDU

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Please Note: The contents of this catalog represent the most current information available at the time of publication. However, during the period of time covered by this catalog, it is reasonable to expect changes to be made with respect to this information without prior notice. The course offerings and requirements of Le Moyne College are under continual examination and revision. Thus, the provisions of this catalog are not to be regarded as an irrevocable contract between Le Moyne College and the student. Please go to www.lemoyne.edu for the most current edition.

Academic Calendar 2015-2016

August 2015

17 Monday	PA studies classes begin for second-year students/clinical year. PA studies orientation.
18 Tuesday	PA studies classes begin for first-year students.
28 Friday	First-year new students report. Fall arrival.
29 Saturday	Dolphins in Volunteer Efforts (DIVE).
30 Sunday	Residence halls open for returning students.
31 Monday	Classes begin (undergraduate and graduate).

September 2015

2 Wednesday	Mass of the Holy Spirit at 10:45 a.m. (9:30-10:45 a.m. Classes will dismiss at 10:30 a.m. Classes scheduled for 11 a.m. and 12 p.m. will not be held. Classes will resume at 1 p.m. Campus offices will close at 10:30 a.m. and re-open at 1 p.m.)
5 Saturday	Saturday classes begin.
7 Monday	Labor Day (no classes).
8 Tuesday	Last day to add a class, audit a class and late registration. Last day to drop a class with a full refund. Last day to file a proposal for Independent Study/Research with dean's office. Faculty must resolve "I" grades from Summer Session I (graduate).
11 Friday	Fall Convocation
15 Tuesday	Last day to drop a class with no grade. Faculty must resolve "I" grades from Summer Session II and III (undergraduate).
25-27 Fri.-Sun.	Family Weekend

October 2015

6 Tuesday	Last day to withdraw from a class for a partial refund.
9 Friday	Faculty must resolve "I" grades from Summer Session II and III (graduate).
12-13 Mon.-Tues.	Fall Break (no classes). Saturday classes will be held 10/10. No classes 10/12 and 10/13.
14 Wednesday	Classes resume.
16 Friday	Midterm grades due by noon.

November 2015

9-13 Mon-Fri	Spring registration begins for matriculated graduate students.
13 Friday	Last day to withdraw from a class with a "W" grade. Last day for pass/fail option.
16 Monday	Spring registration begins for non-matriculated graduate students.
16-20 Mon-Fri	Spring registration begins for matriculated undergraduate students.
25-29 Wed.-Sun.	Thanksgiving Break (no classes).
30 Monday	Classes resume.

December 2015

7 Monday	Spring registration begins for non-matriculated undergraduate students.
11 Friday	Undergraduate/graduate classes and co-curricular activities end.
14-18 Mon.-Fri.	Semester ending exams.
18 Friday	Residence halls close at 8 p.m.
19 Saturday	Final exams for Saturday classes.
21 Monday	Final grades due by noon.

January 2016

4 Monday	Clinical rotations for second year PA studies students begin.
12 Tuesday	PA studies classes begin for first-year students.
19 Tuesday	Faculty must resolve "I" grades from Fall 2015 (undergraduate).
24 Sunday	Residence halls open at noon.
25 Monday	Classes begin (graduate and undergraduate).
30 Saturday	Saturday classes begin.

February 2016

1 Monday	Last day to add a class, audit a class and late registration. Last day to drop a class with a full refund. Last day to file a proposal for Independent Study/Research with dean's office.
8 Monday	Last day to drop a class with no grade.
22 Tuesday	Faculty must resolve "I" grades from Fall 2015 (graduate).
29 Monday	Last day to withdraw from classes for a partial refund.

March 2016

4 Friday	Spring break begins at end of classes. Saturday classes held. Residence halls close at 8 p.m.
7-11 Mon.-Fri.	Spring break (no classes).
13 Sunday	Residence halls open at noon.
14 Monday	Classes resume.
16 Wednesday	Midterm grades due.
24-28 Thur-Mon	Easter Break (Holy Thursday 3/24, Good Friday 3/25, Easter Sunday 3/27, Easter Monday 3/28).
29 Tuesday	Classes resume.

April 2016

6 Wednesday	Spring Convocation
11 Monday	MayMester and Summer registration begins for undergraduate and non-matriculated students. Summer, MayMester and Fall registration begins for matriculated graduate students.
15 Friday	Last day to withdraw from a class with a "W" grade. Last day for pass/fail option.
18 Monday	MayMester, Summer and Fall registration begins for non-matriculated graduate students.
18-22 Mon.-Fri.	Fall registration for matriculated undergraduate students.

May 2016

9 Monday	Undergraduate, graduate classes and co-curricular activities end.
10 Tuesday	Study day.
11-17 Wed.-Tues.	Semester ending exams.
14 Saturday	Final exam for Saturday classes.
18 Wednesday	Senior and graduate grades due by noon.
20 Friday	All other grades due by noon. Graduate commencement (p.m.)
21 Saturday	Baccalaureate (p.m.)
22 Sunday	Undergraduate commencement (a.m.)

* Students in any of the graduate programs should consult program calendars for additional significant dates and deadlines.

General Information



Mission Statement

Le Moyne College is a diverse learning community that strives for academic excellence in the Catholic and Jesuit tradition through its comprehensive programs rooted in the liberal arts and sciences. Its emphasis is on education of the whole person and on the search for meaning and value as integral parts of the intellectual life. Le Moyne College seeks to prepare its members for leadership and service in their personal and professional lives to promote a more just society.

Affiliations

Le Moyne College is approved by the Regents of the University of the State of New York and is accredited by the Middle States Commission on Higher Education. The Nursing Program is accredited by the Commission on Collegiate Nursing Education; the Teacher Education Programs are accredited by the Teacher Education Accreditation Council; the Chemistry Department is accredited by the American Chemical Society; the Madden School of Business is accredited by the Association to Advance Collegiate Schools of Business and the Physician Assistant Studies Program is accredited by the Accreditation Review Commission on Education for the Physician Assistant. Moreover, the College is a member of the Association of Jesuit Colleges and Universities, Association of American Colleges and Universities, Association of Catholic Colleges and Universities, Commission of Independent Colleges and Universities, Council of Independent Colleges, Council for Higher Education Accreditation, Middle States Association, and the National Association of Independent Colleges and Universities.

Requests to review documents describing the accreditation, approval or licensing of the institution and its programs may be submitted to the Office of Academic Affairs. Information regarding the accreditation status of Le Moyne College may be obtained from:

The New York State Education Department
Office of Higher Education
Room 977 Education Building Annex
Albany, New York 12234
(518) 486-3633

Nondiscrimination Statement

Le Moyne College subscribes fully to all applicable federal and state legislation and regulations regarding discrimination (including the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972 (Title IX); Section 504 of the Rehabilitation Act of 1973 (Section 504); the Americans With Disabilities Act (ADA); the Age Discrimination in Employment Act; the Age Discrimination Act; and the New York State Human Rights Law). The College does not discriminate against students, faculty, staff or other beneficiaries on the basis of race, color, gender, creed, age, disability, marital status, sexual orientation, veteran status, or national or ethnic origin in admission to, or access to, or treatment or employment in its programs and activities. Le Moyne College is an Affirmative Action/Equal Opportunity Employer. For further information regarding Title IX contact Ann Bersani, Associate Director of Campus Life and Leadership at 315-445-4520. All other inquiries relative to the regulations mentioned above may be addressed to Sue Ames, Dean for Academic Advising and Support, at 315-445-4597.

Students with Disabilities

The Office of Disability Support Services, located in the Noreen Reale Falcone Library, arranges academic accommodations for eligible students with disabilities under Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990. Students with disabilities are encouraged to contact disability support services as soon as possible to ensure that academic accommodations are made available in a timely manner. Written documentation attesting to the existence of the disabling condition and signed by a licensed professional, is required before academic accommodations are implemented.

Non-academic services for students with disabilities are coordinated by the the Dean for Academic Advising and Support and (315) 445-4597.

Contact Information
Voice: (315) 445-4118
TDD: (315) 445-4104
Fax: (315) 445-6014
Email: dss@lemoyne.edu
www.lemoyne.edu/dss

Student Records (FERPA)

Le Moyne College, in accordance with the Family Educational Rights and Privacy Act (FERPA), has implemented procedures for the review and access of student records. Institutional policy and procedures can be found on the Registrar's Office website.

Sexual Harassment Policy

Le Moyne College does not condone or tolerate any conduct that would constitute sexual harassment or sexual misconduct. The College's Sexual Harassment and/or Sexual Misconduct Policy may be found at www.lemoyne.edu/studenthandbook.

Academic Information

Le Moyne College offers curricula leading to the degrees of Bachelor of Arts (B.A.), Bachelor of Science (B.S.), Master of Science (M.S.), Master of Business Administration (M.B.A.), Master of Science in Education (M.S.Ed.), Master of Science in Teaching (M.S.T.), and Certificate of Advanced Study (C.A.S.). Each program is listed with the official, approved title and HEGIS number by which it is registered with the New York State Education Department. State-approved undergraduate programs of professional preparation for prospective teachers are also offered in various certification areas. Students in these programs must major in an approved subject area (see list of programs). Enrollment in programs not registered, or otherwise approved, may jeopardize a student's eligibility for certain student-aid awards. The programs are as follows:

Degree Programs

Undergraduate Programs

<i>Program</i>	<i>HEGIS</i>	<i>Degree</i>	<i>Program</i>	<i>HEGIS</i>	<i>Degree</i>
Biochemistry	0404	B.S.	History ^{1 2 3 †}	2205	B.A.
Biological Sciences ^{1 2 3 †}	0401	B.A., B.S.	History	2205	B.A./M.S.T.
Business Administration	0506	B.S.	Human Resource Management	0515	B.S.
Business: Accounting	0502	B.S.	Information Systems and Software Applications and Systems Development	0799	B.S.
Business: Business Analytics	0506	B.S.	Mathematics ^{2 3}	1701	B.A.
Business: Finance	0504	B.S.	Nursing	1203.10	B.S.
Business: Information Systems	0702	B.S.	Peace and Global Studies	2210	B.A.
Business: Management and Leadership	0506	B.S.	Philosophy ¹	1509	B.A.
Business: Marketing	0509	B.S.	Physics ^{1 2 3 †}	1902	B.A., B.S.
Chemistry ^{1 2 3 †}	0905	B.S.	Political Science ^{1 2 3 †}	2207	B.A.
Communication	0601	B.A.	Professional Accountancy	0502	B.S./M.B.A.
Computer Science	0701	B.A., B.S.	Psychology ¹	2001	B.A., B.S.
Criminology	2105	B.A.	Religious Studies ¹	1510	B.A.
Economics ^{1 2 3 †}	2204	B.A., B.S.	Sociology ^{1 2 3}	2208	B.A.
English ^{1 2 3 †}	1501	B.A.	Software Applications and Systems Development	0799	B.A., B.S.
English	1501	B.A./M.S.T.	Spanish ^{1 2 3 †}	1105	B.A.
Environmental Science Systems	0420	B.S.	Spanish	1105	B.A./M.S.T.
Environmental Studies	2299	B.S.	Theatre Arts	1007	B.A.
French ^{1 2 3 †}	1102	B.A.	Undergraduate Certificates		
General Science ¹	0834	B.A.	Accountancy	0502	Cert.
			Human Resources	0515	Cert.

¹ These programs are eligible for Childhood and Special Education (Grades 1-6) teacher certification. Biology, Chemistry, Economics, English, French, History, Mathematics, General Science, Philosophy, Physics, Political Science, Psychology, Religious Studies, Sociology, or Spanish

² These programs are eligible for Adolescent Education (Grades 7-12) teacher certification. Biology, Chemistry, Economics, English, French, History, Mathematics, Physics, Political Science, Spanish, or Sociology

³ These programs are eligible for Adolescent and Special Education (Grades 7-12) teacher certification. Biology, Chemistry, Economics, English, French, History, Mathematics, Physics, Political Science, Spanish, or Sociology

† These programs are eligible for Teaching English to Speakers of Other Languages (Grades PK-12) certification. Consult the education department for additional information. French, Spanish, Italian

Minor Programs

Minor programs are offered in all of the above listed undergraduate programs. In addition, special minor programs are offered in:

Advanced Writing	Health Information Systems
Anthropology	Human Resource Management
Arts Administration	Irish Literature
Catholic Studies	Italian
Classical Humanities	Latin
Creative Writing	Literature
Dance	Legal Studies
Education	Medieval Studies
Entrepreneurship	Music
Film	Sports Marketing
Gender and Women's Studies	Visual Arts

Minors are open to all students except those already majoring in the field.

Graduate Programs

<i>Program</i>	<i>HEGIS</i>	<i>Degree</i>	<i>Program</i>	<i>HEGIS</i>	<i>Degree</i>
Adolescent Education I*	0803	M.S.Ed.	Inclusive Childhood Education	0808	M.S.T.
Adolescent Education II**	0803	M.S.Ed.	Special Education	0808	M.S.T.
Childhood Education I*	0802	M.S.Ed.	Information Systems	0702	M.S.
Childhood Education II**	0802	M.S.Ed.	Management	0506	M.B.A.
Dual Adolescent/Special Education I*	0808	M.S.Ed.	Nursing	1203.10	M.S.
Dual Adolescent/Special Education II**	0808	M.S.Ed.	Nursing Administration	1203.10	M.S.
Dual Childhood/Special Education I*	0808	M.S.Ed.	Nursing Education	1203.10	M.S.
Dual Childhood/Special Education II**	0808	M.S.Ed.	Nursing Gerontology ¹	1203.10	M.S.
Dual Middle Child Specialist/Special Ed I*	0808	M.S.Ed.	Nursing Informatics	1203.10	M.S.
General Professional Education	0801	M.S.Ed.	Nursing Palliative Care ¹	1203.10	M.S.
Middle Childhood Specialist I*	0804	M.S.Ed.	Occupational Therapy	1208.0	M.S.
Teaching Literacy	0830	M.S.Ed.	Physician Assistant Studies	1299.10	M.S.
TESOL	1508	M.S.Ed.	School Building Leadership	0828	M.S.Ed.
Urban and Regional Education Studies	2214	M.S.Ed.	School District Business Leader	0827	M.S.Ed.
Adolescent Education	0803	M.S.T.	Family Nurse Practitioner	1203.10	M.S.
Dual Adolescent/Special Education	0808	M.S.T.	School District Leadership	0827	M.S.Ed.

* These programs are for students who hold initial certification effective 9/1/04 or later.

** These programs are for students who are already certified to teach and are seeking an additional certification. For further clarification, contact the education department at (315) 445-4376.

¹ These programs will not be offered to incoming students beginning Fall 2015.

Certificates of Advanced Studies

<i>Program</i>	<i>HEGIS</i>	<i>Certification</i>	<i>Post-Baccalaureate Certificates</i>		
Arts Administration	0599.00	C.A.S.	Adult Education	0801	Cert.
Family Nurse Practitioner	1203.12	C.A.S.	Health Care Leadership	1202	Cert.
Health Information Systems	0702	C.A.S.	Higher Education Leadership	0801	Cert.
Nursing Administration	1203.12	C.A.S.			
Nursing Education	1203.12	C.A.S.			
Nursing Gerontology ¹	1203.10	C.A.S.			
Nursing Informatics	1203.10	C.A.S.			
Nursing Palliative Care ¹	1203.10	C.A.S.			
School Building Leadership	0828	C.A.S.			
School District Business Leader	0827	C.A.S.			
School Distric Leadership	0827	C.A.S.			
Urban Teacher Leadership	0899	C.A.S.			

¹ These programs will not be offered to incoming students beginning Fall 2015.

Academic Standards

Students are expected to observe at all times the highest ethical standards as members of the academic community. Any form of dishonesty makes a student liable to severe sanctions, including expulsion from the College.

Faculty and staff members should report all instances of academic dishonesty to the appropriate dean, i.e., the dean who has jurisdiction over the class in question. The dean will review the evidence in consultation with the faculty or staff member to determine the appropriate sanction, which may include failure in a course. The dean may impose further sanctions, such as suspension or expulsion from the College. It is expected that the dean will make a determination within a reasonable period of time following notification of an instance of academic dishonesty. The dean will send the student a findings letter after a determination is made. Additionally, that dean should notify and consult with the dean of the student's home school or college. A second instance of academic dishonesty may result in suspension and may be cause for expulsion. Students should note particularly the following seven specific policies:

1. **Examination Regulations**—Students are expected to be familiar with the regulations that are posted before each semester examination period. Violation of any of these regulations makes a student liable to penalties ranging from failure in the examination to expulsion from the College.
2. **Cheating**—A student who cheats on any examination is liable for penalties ranging from failure in the examination to expulsion from the College.
3. **Plagiarism**—Plagiarism is the attempt to fulfill an academic requirement by using the ideas, words or work of another person and representing them as one's own. Academic conventions dictate that students and scholars must acknowledge the source of phrases and ideas that are not their own. Many ideas and phrases are so familiar that they have become the common property of all; these obviously require no documentation. However, the use of ideas or phrases that are clearly original with another author requires that the appropriate credit be given to the original author. Plagiarism undermines that basic relationship of trust that must exist between teacher and student and among students for the educational process to work. For this reason, penalties for plagiarism range from failure on the assignment to expulsion from the College. For details regarding plagiarism, consult the library's guide to plagiarism or the library services desk.
4. **Assisting Cheating or Plagiarism**—A student who knowingly assists another student in cheating or plagiarism is subject to the same rules and penalties.
5. **Derived Work**—Derived work is work containing material (even if modified) that has been previously submitted to fulfill the requirements of another course. Submission of derived work is allowed only with prior approval by the instructor, who may impose additional requirements (e.g., full disclosure in a citation). The penalties for unapproved submission of derived work range from failure on the assignment to expulsion from the College.
6. **Class recording policy**—Students must obtain prior written permission from the instructor before making any audio/video

recordings of a class. Unless this permission explicitly states otherwise, such recordings may not be shared with or distributed to others, and must be deleted or erased at the end of the semester. The penalties for unauthorized recording, sharing, distribution or retention may range up to expulsion from the College. Any student with a disability who requires class recordings as an accommodation must be approved by the disability support services staff and must notify faculty by presenting his or her instructor a notification form to be signed.

7. **Student Conduct**—Students are expected to conduct themselves in a manner that is respectful to all members of the Le Moyne community, at all times. In particular, actions or behaviors that harass, disrupt or otherwise prevent orderly conduct of a course (in the classroom or during related activities) are unacceptable. A faculty member may consult with the appropriate department chair and/or dean regarding this behavior. Students engaging in such behavior may be subject to disciplinary action, including removal from the class, cancellation of the student's registration in the class, and other penalties, up to expulsion from the College.

A student who wishes to exercise the right of appeal in these matters may request the Provost to convene a review board. This request must be in writing and submitted to the Provost's office within 5 business days of the date of the findings letter. An appeal must be based on questions of improper procedure, new evidence uncovered after the date of the findings letter, the student disputing the facts of the case, or excessively harsh sanction. A review board consists of three faculty members and one nonvoting faculty member who serves as chair. These members are appointed by the president of the Faculty Senate. At the student's request, two nonvoting student members may be appointed by the president of the Student Senate in consultation with the chair of the Academic Affairs Committee of that body.

The student has the option of appearing before the review board to answer questions and make a summary statement. Alternatively, the student may submit a written statement to the review board. The review board may recommend one of the following: (1) uphold the finding of responsibility and the sanction as originally imposed; (2) uphold the finding of responsibility but reduce the sanction; or (3) overturn the finding of responsibility. It is expected that the board will meet to review the appeal and make its recommendation within a reasonable period of time following receipt of the appeal. The review board forwards its recommendation to the Provost who makes the final decision regarding the appeal. The Provost's decision is final and is not subject to further review.

Academic Integrity Tutorial and Exam Requirement

All matriculated Le Moyne students must pass the Academic Integrity Tutorial and Exam during their first semester as matriculated students at Le Moyne. These students will be blocked from subsequent course registration until they have passed the exam.

Grading Policies

Grading is a measure of the student's mastery of a select body of knowledge contained in a specific course. This mastery involves the elements of memory, understanding and expression.

The instructor judges the student's mastery of any course based on all the evidence provided during the conduct of the course. Formal examinations are only part of the evidence; questions asked by the student, recitations, term papers, book reports, written and oral quizzes, the student's participation in class discussions—any and every kind of evidence that reveals the student's development in mastering a subject is pertinent and may legitimately be used by instructors in making their judgment.

Therefore, the following grading system is in effect at Le Moyne:

A, A–

To earn a grade of A or A–, a student must seek mastery of a specified field by reason of interest. The student will show initiative and originality in attacking and solving problems. The student shows ability in rethinking problems, making associations and adapting to new and changing situations. Moreover, the student has command of an appropriate vocabulary.

B, B+, B–

To earn a grade of B, B+ or B– a student should manifest all the qualities characteristic of a student who has earned a C and, in addition, reveal a memory that encompasses more than the basic elements of a course. The student has a more personal grasp of the principles of the course, perceives wider application of these principles and can discuss the subject matter of the course with ease.

C, C+, C–

To earn a grade of C, C+ or C– a student should be able to recall the basic elements of a course, understand the essential background and materials, make some applications of the basic principles and express them intelligibly.

D

A student will earn only a D if he/she is deficient to some degree in any of the areas outlined under C, C+, C–.

F

A student deserves no better than an F if he/she is deficient to a high degree in any of the areas outlined under C, C+, C–.

HP

Awarded for superior performance in internships only. The student earns credit but no grade points. Undergraduate students only.

NC

Indicates the student has not passed the exit exam for WRT 101.

P

Awarded for satisfactory performance in internships only. The student earns credit, but no grade points. Undergraduate students only.

PF/P

This symbol indicates satisfactory work in a course for which the student gains credit but no grade points.

PF/F

This symbol indicates failure in a course for which the only alternative mark could have been a (PF/P). It is the equivalent of an F grade.

WF

Failure for dropping a course after the 12th week of the semester or 80 percent of a summer term as published in the Academic Calendar, or for excessive absence from a course. It is the equivalent of an "F" grade.

I

Granted by the instructor for failure to complete class assignments. Students who find themselves unable to complete work for a course by the end of the regular term should request their instructor to submit a grade of Incomplete (I).

Such a request should be made only for good cause, and students should bear in mind that instructors may request documentation in support of such a request, in writing, and may refuse the request. If the precipitating cause is of a personal nature, students or faculty may seek the assistance of the academic dean in documenting the reason for the request.

Undergraduates who incur incomplete grades have 30 days from the last day of the final examination in a given semester to resolve the incomplete grade. These deadlines for removal of incomplete grades are listed in the Academic Calendar. Incomplete grades not resolved by these deadlines are automatically converted to a failing grade for the course. The official deadline for removing any incomplete grade may be extended only by the academic Dean.

Deadlines for removal of incomplete grades are stated in the Academic Calendar and online at the Registrar's website. Incomplete grades not removed by the appropriate deadline are automatically converted to a failing grade for the course. The official deadline for removing any incomplete grade may be extended only by the academic dean.

Students enrolled in a graduate program have 60 days from the last day of class to resolve the "I" status for coursework. Extensions are granted by the director of the appropriate graduate program.

If a candidate for graduation has completed the work for an incomplete grade within the required time, the recorded graduation date will be the semester in which the "I" was received. If the student asks for an extension, he/she will have a graduation date recorded as the next possible graduation date.

W

This symbol indicates that a student has withdrawn from a course subsequent to the last day for dropping courses with no grade but before the end of the twelfth week of the semester or 80% of a summer term.

S

Indicates satisfactory work in non-credit bearing courses and activities. Undergraduate students only.

U

Indicates unsatisfactory work in non-credit bearing courses and activities. Undergraduate students only.

AUD

Granted by the instructor to indicate satisfactory participation in a course that a student has audited. This symbol does not imply satisfactory performance on examinations or other work, and it may not be converted to a letter grade.

Auditing Courses

A student who wishes to audit a course may do so with the approval of the course instructor. Students who audit courses generally are exempt from assignments and examinations; however, requirements vary depending on the course. Under no circumstances may a student make a course change from credit to audit after the last day to add a course as listed in the Academic Calendar section. A grade of AUD is recorded on the transcript if minimum attendance standards are met. No credit is given. Please see "Part-time Students", in the Financial Information section of this catalog for costs to audit courses.

Audit permission forms are available in the registrar's office. Students registering for credit are given priority for all courses.

Pass/Fail Grading

A student will be assigned a course grade on a pass/fail basis if:

1. The course is listed in the catalog as a course in which all students are graded on a pass/fail basis, e.g., an internship; or
2. The student elects the pass/fail grading option described below. In either case, if the teacher judges that the student has passed the course, the teacher will record a pass for the course (PF/P) that will be included in the student's transcript. The student then receives full credit for the course, although a course with the grade of PF/P will not be counted at all in computing the student's G.P.A. If the teacher judges that the student has failed the course, the teacher will record a failure (PF/F) for the course; in this case, the course will be counted, with zero grade points, in the computation of the G.P.A.

In order to encourage greater student representation and experimentation in course selections, the pass/fail grading option is offered for undergraduate students as follows:

1. A student may elect one course in the spring semester of the junior year and in the fall and spring semesters of the senior year for which he or she will receive a grade on his or her transcript of either PF/P (pass) or PF/F (fail). An exception to this rule may occur for students involved with internships, i.e., no student may take more than 15 hours of courses graded pass/fail and not more than 12 hours so graded during a semester.
2. The course selected may not serve to fulfill the requirements of a student's major or minor or the requirements of the core curriculum.

3. If a student wishes to take a class pass/fail he/she must complete a pass/fail form and submit it to the registrar's office on or before the pass/fail deadline. The pass/fail forms are located in the Office of the Registrar or online at www.lemoyne.edu/registrar.
4. The student receives grades for all work done, including a final examination. If the grade is D or above, the teacher will record the passing grade of PF/P; otherwise, the teacher will record the failing grade of PF/F.
5. The student must carry at least four courses with at least 12 credit hours to be eligible for this option.
6. If there are spaces available, a student's desire to make use of the pass/fail option shall not be a criterion in determining his or her eligibility for the course or section.
7. The pass/fail grading option is a matter of the student's choice; no student is required to take advantage of it.
8. At no time in the future will the grade of pass/fail be converted to a letter grade.

Grade Points

Candidates for a degree must complete the number of semester hours required, and their work must also reach a standard of excellence measured in terms of grade points.

The total grade points for each course are calculated by multiplying the credit hours for that course by the grade points assigned to the grade earned in the course:

A	4.00	C	2.00
A-	3.67	C-	1.67
B+	3.33	D	1.00
B	3.00	F	0.00
B-	2.67	WF	0.00
C+	2.33	PF/F	0.00

Grade Point Average

The semester grade-point ratio is calculated by dividing the total grade points for all courses by the total credit hours for all courses. (Since the grades of W, PF/HP and PF/P carry no specified number of grade points, the credit hours for such a course do not enter into the computation of the G.P.A.)

Students with permission to transfer courses taken at other institutions are reminded that the College accepts only the credit from such courses. The grades earned in those courses do not affect the students' grade points and G.P.A.

Grievance Procedures for Grades

For cases in which a student feels he or she has been given an unjustifiably low grade, the following grievance procedure for grades has been established:

1. Within 30 days following the date of issuance of the grade (the date on which grades are due at the registrar's office or, in the case of incomplete, the date on which the "I" is removed), the student shall inform the professor of his or her dissatisfaction and arrange

a meeting to discuss the grade in question. At this meeting, the professor will provide the student with his or her final examination paper if it is relevant to the question.

2. If the grade decision is not satisfactorily resolved at this meeting, the student may seek the intervention of the professor's department chair. The chair shall discuss the grievance with both the student and the professor (either individually or together) and shall make a recommendation to the student and the professor as to the disposition of the grade. If the department chair is the professor, the senior member of the department other than the course instructor shall hear the appeal.
3. If the problem has not been resolved in steps one or two above, the student may appeal to the appropriate dean. In this case, the student and the professor shall submit in writing their positions in the matter. The appropriate dean may also request a written recommendation from the department chair. (These documents are not intended to preclude meetings between the academic dean and the student, the professor and/or the department chair.) The appropriate dean shall then forward written recommendation to the student, the professor and the department chair. Within 15 days, the professor shall give written notice to the student of the final disposition of the grade with copies to the appropriate dean and the department chair.
4. The student may appeal the decision of step three (above) to the academic vice president.

Grade Reports

Grades are posted to students' WebAdvisor account. If a student needs a printed grade report he or she must submit the appropriate form to the registrar's office. The form can be found on the Web at www.lemoyne.edu/registrar or in the registrar's office. It is the responsibility of the student to inform the registrar's office of a change in name or address.

Transcripts

A transcript for work completed at Le Moyne College may be obtained by writing to: Registrar, Le Moyne College, 1419 Salt Springs Road, Syracuse, N.Y. 13214-1301. A cost is associated with the request of an official transcript. In compliance with the Family Educational Rights and Privacy Act of 1974, telephone requests for transcripts will not be granted nor will grades be given over the telephone. The registrar's office does not release transcripts of students with an outstanding financial obligation to the College. See the registrar's website for more information.

Add/Drop/Withdrawal

The official dates to add, drop or withdraw from courses without academic penalty are posted on the academic calendar found on the registrar's website and in the College catalog. Students who are dropping or withdrawing from a course should be aware of the schedule set for refund of tuition and/or board. It is also highly recommended that students arrange an interview with the Office of Financial Aid to

discuss how a drop or withdrawal may affect any financial assistance for which they may be eligible.

Add a Course

Undergraduate students have one week from the start of the semester to add a course. Graduate students may only add a course before the second class of the semester and with the permission of the appropriate graduate program office and the course instructor. Physician assistant studies students do not add courses.

Matriculated students and students who registered via the Web should add courses through WebAdvisor. Nonmatriculated students can add a course through the Center for Continuing Education, or the appropriate graduate office, if they have not used WebAdvisor before.

Drop a Course

Students have two weeks from the start of the semester to drop a class. A class dropped prior to the conclusion of the second week of the semester will not appear on the academic record. WebAdvisor should be used to drop a class, but will not allow you to drop your last class. If you intend to drop all of your courses for a semester, you need to notify the Office of Academic Advising and Support if you are a matriculated undergraduate, the Center for Continuing Education if you are a non-matriculated undergraduate, or the appropriate graduate office if you are a graduate student.

Withdraw from a Course

A student who withdraws from a course after the second week but before the end of the 12th week of the semester (or 80 percent of a Summer Session) will receive a grade of "W" on the academic record. The student must complete a course withdrawal form and submit it to the registrar's office or appropriate graduate office. The withdrawal is not complete until the signed form has been returned to the appropriate office. A student who withdraws from class after the 12th week of the semester (or 80 percent of a summer session) will receive a grade of "WF" on the academic record.

The date of withdrawal will be the date of filing the withdrawal form, and refunds will be made accordingly. The College may adjust the course withdrawal date if conflicting information exists regarding class attendance.

Absentee Policy

The learning process takes many shapes. It can range from formal classroom instruction to one-on-one discussion to taking advantage of internships and research opportunities. Students are expected to attend all scheduled classes and observe the attendance requirements of each instructor that are listed in the course syllabus. In the event that a student is unable to attend a class due to an illness, accident, family death or religious holiday, the individual should refer to the Policy on Student Absenteeism in the Event of Illness or Accident, Policy on Reporting Absences Due to Death in a Student's Family,

and/or the Policy on the Observance of Religious Holidays as listed in the Le Moyne College Student Handbook.

Personal Leave of Absence or Withdrawal from the College

For personal reasons, a student may voluntarily discontinue enrollment at the College by requesting either a leave of absence (temporary) or a withdrawal from the College (permanent).

A personal leave of absence is a temporary hiatus from the College with the intent to return after a specified period of time. Students requesting a leave of absence must indicate when they plan to return to their studies. The total time away from the College cannot exceed four consecutive semesters. A student may not take matriculated coursework at another institution while on a leave of absence. To be eligible to return from a leave of absence, the student must demonstrate his or her readiness to return by satisfying all requirements for return. If a student does not return from a leave of absence at the scheduled time, the student will be administratively withdrawn from the College and must apply for readmission.

A personal withdrawal is a permanent separation from the College. A student who has withdrawn must apply for readmission to the College if he or she wishes to re-enroll.

A student may request a personal leave of absence or a withdrawal by completing the Personal Leave of Absence/Withdrawal Request form available through the Office of Academic Advising and Support or Office of the Registrar. A student requesting a leave of absence or withdrawal will meet with College administrators to discuss the academic and financial implications of his or her decision. If a student wants to leave or withdraw before the end of the current semester, the request form must be submitted by the last day to withdraw from courses with a "W" grade, as specified in the Academic Calendar. Such requests will be granted if the student has a legitimate personal reason and he or she is not already liable for academic disqualification for poor scholarship or liable for suspension for misconduct. Failure to submit the leave of absence/withdrawal form in a timely fashion may result in a student's request being denied.

If the request for a personal leave of absence/withdrawal is approved for the current semester, the student must leave campus within 24 hours and be absent from campus unless he or she is otherwise expressly allowed by the vice president for student development. The student will receive grades of "W" in all enrolled courses and will have a hold on future registration until the conditions of the return have been met.

If the request for a personal leave of absence/withdrawal is approved for a future semester, then the student may remain enrolled in and receive grades for the current semester. The student will have a hold on future registration until the conditions of the return have been met.

In cases of both personal leaves of absence and withdrawals, the tuition refund policies specified in the Le Moyne College Catalog apply.

Medical Leave of Absence or Withdrawal from the College

For medical or psychological reasons, a student may voluntarily discontinue enrollment at the College by requesting either a medical leave of absence (temporary) or a medical withdrawal from the College (permanent).

A medical leave of absence is a temporary hiatus from the College with the intent to return after a specified period of time. Students requesting a medical leave of absence must indicate when they plan to return to their studies. The total time away from the College cannot exceed four consecutive semesters. A student may not take matriculated course work at another institution while on a leave of absence. To be eligible to return from a leave of absence, the student must demonstrate his or her readiness to return by satisfying all requirements for return. If readmitted, the student will be subject to such conditions as may be imposed by the vice president for student development. If a student does not return from a leave of absence at the scheduled time, the student will be administratively withdrawn from the College and must apply for readmission.

A medical withdrawal is a permanent separation from the College. A student who has withdrawn must apply for readmission to the College if he or she wishes to re-enroll.

A student may request a medical leave of absence or a withdrawal by completing the Voluntary Medical Leave of Absence/Withdrawal request form available through the Office of Student Development or Registrar. A student requesting a medical leave of absence or withdrawal will meet with College administrators to discuss the academic and financial implications of his or her decision. If a student wants to leave or withdraw before the end of the current semester, the request form must be submitted by the last day to withdraw from courses with a "W" grade, as specified in the Academic Calendar. Such requests will be granted if the student has a legitimate medical reason and he or she is not already liable for academic disqualification for poor scholarship or liable for suspension for misconduct. Failure to submit the medical leave of absence/withdrawal form in a timely fashion may result in a student's request being denied.

If the request for a medical leave of absence/withdrawal is approved for the current semester, the student must leave campus within 24 hours and be absent from campus unless he or she is otherwise expressly allowed by the vice president for student development. The student will receive grades of "W" in all enrolled courses and will have a hold on future registration until the conditions of the return have been met.

If the request for a medical leave of absence/withdrawal is approved for a future semester, then the student may remain enrolled in and receive grades for their current classes. The student will have a hold on future

registration until the conditions of the return have been met. While on medical leave of absence/withdrawal, the student must be absent from campus, unless access is otherwise expressly allowed by the vice president for student development.

The College may require a student to take a medical leave of absence or withdrawal (or impose other appropriate restrictions, e.g., restricted campus or housing access) if, in the judgment of the vice president for student development, the student:

1. poses an imminent threat to the lives, safety or well-being of himself/herself or other members of the College community (including a threat which results from the fact that the student cannot be properly treated in the College setting), or
2. has evidenced a medical or psychological condition or behavior that seriously interferes with the student's ability to function in the College setting (thereby rendering the student unfit to continue in the program) and/or seriously interferes with the educational pursuits of other members of the College community.

Except in unusual circumstances where safety is of immediate concern, the College will make a decision to involuntarily withdraw a student only after providing the student with advance notice and an opportunity to meet with the vice president for student development. In unusual circumstances, the vice president for student development may make an interim withdrawal decision (or impose other conditions, e.g., restricted campus or housing access) without first meeting with the student. In those instances, the student will be provided with notice in the interim and will be provided with an opportunity to be heard by the vice president for student development (normally within 72 hours) before a final decision is reached. As part of the assessment, a student may be required to undergo evaluation by either a counselor from the Le Moyne College Wellness Center for Health and Counseling, a health care provider from the College's Health Services office and/or a medical or mental health professional from outside the College community of the College's choosing. This process will also apply to those instances where the student is not withdrawn entirely from the College but where the College imposes restrictions on the student's campus participation (e.g., restricted campus or housing access).

A student remains subject to the College's regular conduct system for acts of misconduct despite the applicability of this policy and process.

A student who feels aggrieved by a final decision which involuntarily withdraws the student or which refuses the student's request for a voluntary withdrawal may file a grievance with the College's Section 504 Coordinator under the College's Section 504/ADA grievance procedure.

In any particular situation, the vice president for student development may designate another individual to act on his/her behalf for the purpose of this policy. Therefore, the references in this policy to the vice president include his/her designee.

In cases of both medical leaves of absence and withdrawals, the tuition refund policies specified in the Le Moyne College Catalog apply.

Dangerous or Life-threatening Behavior

A student may be subject to summary suspension, dismissal or involuntary withdrawal by the College for dangerous or life-threatening behavior, as determined on an individualized, case-by-case basis, for reasons including, but not limited to:

- Being unable to maintain his or her physical or psychological safety (e.g., not functioning well enough to take care of oneself in the College's academic environment);
- Posing a danger to oneself or others;
- Engaging in legal violations regarding alcohol and drugs, violent behavior and/or violating related policies as outlined in the Student Handbook;
- Otherwise engaging in behavior which is unduly disruptive, destructive or dangerous.

While the College is committed to helping students alleviate whatever factors are precipitating dangerous or life-threatening behavior, such behavior is often disruptive to the academic and social/living environment of the College community. In the case of such behavior, a student may be required by the assistant dean for student development to undergo assessment by a counselor or health care professional from Le Moyne College's Wellness Center for Health and Counseling and/or a medical or mental health professional from outside the College community of the College's choosing. In some cases, a student also may be required to receive medical, psychological and/or substance abuse treatment or satisfy other requirements as a condition of remaining in attendance at the College. Except in unusual circumstances where safety is of immediate concern, the College will make a decision to suspend, dismiss or involuntarily withdraw a student only after providing the student with advance notice of the decision and an opportunity to meet with the assistant dean for student development.

In unusual circumstances, where safety is of immediate concern, the assistant dean for student development may make an interim suspension, dismissal or involuntary withdrawal decision (or impose other conditions, such as restricted campus or housing access) without first meeting with the student. In those instances, the student will be provided with notice in the interim and an opportunity to be heard by the assistant dean for student development (normally within 72 hours) before a final decision is reached. The student also should consult the College's medical/mental health withdrawal policy, as it may also apply in certain of these situations.

In cases where the student's alleged conduct would also be misconduct subject to adjudication through the Student Conduct process, the assistant dean for student development or his/her designee will determine whether the case, including any sanction(s) to be imposed, will be addressed pursuant to this policy or will be referred to the Student Conduct Program for adjudication in that forum.

In any particular situation, the assistant dean for student development may designate another individual to act on his/her behalf for the purpose of this policy. Therefore, the references in this policy to the assistant dean include his/her designee.

Students who have been involuntarily withdrawn in accordance with the Dangerous or Life-Threatening behavior policy may appeal to the vice president for student development or his/her designee. Appeals must be received by the office of the vice president for student development within five business days of the decision of the assistant dean for student development. The decision by the vice president for student development normally will be distributed within five business days to the student and all involved parties.

Upon appeal, the decision of the vice president for student development shall be final and cannot be appealed by means of any other grievance or appeal procedures at the College.

Failure of the student to appeal within the designated time limit of five business days will be deemed a withdrawal of the right to appeal.

Student Services

Led by the Vice President for Student Development, Le Moyne's Division of Student Development is committed to the Ignatian principles grounded within Jesuit education. We invite our students to participate actively in a safe, respectful, diverse and open academic community. We challenge them to grow in mind, body and spirit for the greater good. Hence, students are empowered to develop their unique skills and talents to be critical thinkers, compassionate leaders and contributing citizens in our diverse, ever-changing world. As educators, we are called to model our mission as mentors engaged in the pursuit of excellence. Our passion for integrative and holistic learning compels us to work collaboratively with the entire campus community. Through our comprehensive array of innovative programs and services, we provide the environment for students to be able to achieve their full potential.

The Division of Student Development encompasses Academic Advising and Support, Campus Life and Leadership, Campus Ministry, Campus Security, Career Advising and Development, the Collegiate Science & Technology Entry Program (CSTEP); Disability Support Services, Event Management, Global Education, Higher Education Opportunity Program (HEOP) and African American, Hispanic, Asian, Native American Program (AHANA); Multicultural Affairs, Sodexo Food Services, Student Conduct, and the Wellness Center for Health and Counseling.

For more complete information on the programs available to Le Moyne's students, please refer to the Student Handbook located at www.lemoyne.edu/studenthandbook.

Orientation for First-year Students: Summer Welcome and Fall Arrival

Orientation is critical to student success and prepares students to transition to collegiate life – academically, socially, spiritually and personally. Le Moyne offers a unique, comprehensive program of orientation for incoming students to assist in their smooth transition

to the College. All first-year students, both commuter and residential, are expected to participate in this formal series of events, which begins with a one-day “Summer Welcome” and culminates with an extended, “Fall Arrival” just prior to the start of classes in late August. Events during Fall Arrival are designed to introduce first-year students to Le Moyne's ideals of Spirit, Inquiry, Leadership and Jesuit. Through this extended orientation, students have an opportunity to build community, become acclimated to college life, and meet key faculty mentors and administrators before returning students arrive on campus.

During “Summer Welcome”, first-year students complete their fall course schedules, meet an academic advisor in their major, and take placement tests, and both students and parents become acquainted with the unique services and programs that Le Moyne offers to promote academic success.

“Fall Arrival” is an opportunity for the College to officially welcome new students through meaningful traditions that will create lasting memories for both students and their families, including attendance at New Student Convocation. Another decades-old tradition at Le Moyne, a carefully selected group of returning students called the Orientation Committee (OC) assists our students with move-in and introduces them to campus life.

Orientation for Transfer Students: Connecting to Campus

A similar, but distinct, welcome called “Connecting to Campus” is offered to new transfer students just prior to the beginning of classes in both the fall and spring. It is tailored to the unique needs of the transfer student, with an emphasis on meeting other students and assisting in navigating their newly chosen campus.

Student ID Cards

Student picture IDs are issued from the Office of Campus Life and Leadership and located on the second floor of the Campus Center. A current Le Moyne Student ID will allow you to check out books from the library, use the facilities at the recreation center, and give you access to residence halls.

Heights Alert Emergency Notification System

The Heights Alert system is designed to enhance and improve emergency communication so that all members of the Le Moyne College community can stay informed in the event of a campus emergency. This system will automatically send an email to all student, faculty and staff Le Moyne email accounts. Additionally, it allows students faculty and staff to register to receive a text message to their cell phone, in the event of an emergency or campus closure. The system will be used only for emergency contact purposes. Subscribers to Heights Alert will pay no fees for the service, other than any regular fees associated with text messaging. To register simply go to Le Moyne's home page and click on the “create an account” under the Heights Alert tab.

Campus Life and Leadership

Campus Life and Leadership is devoted to providing dynamic living and learning environments that support the needs of the Le Moyne residential student. Recognizing that students' living environments have a profound impact on their personal and educational development, the Campus Life & Leadership staff aims to structure living environments that facilitate the overall growth of the individual. Throughout the academic year, members of the Campus Life and Leadership staff provide students with a variety of educational and social programs in order to enhance the College experience.

As a residential campus, Le Moyne considers the provision of on-campus housing to be a very important part of its educational mission. The College requires all students to reside on campus, unless they are residing with parents, guardians, or the Campus Life office has granted them authorization to live off campus. There are several types of housing offered, the details of which can be found on the Campus Life and Leadership website at www.lemoyne.edu/campuslife. Students with special housing needs should contact Campus Life.

The Campus Life and Leadership Office is open Monday-Friday from 8:30 AM – 4:30 PM. Call us at 315-445-4520 or send us an email at campuslife@lemoyne.edu.

Learning Communities

Le Moyne College is pleased to offer, and strongly encourages students to participate in, learning communities. Proven to enhance the college experience, learning communities enable new first-year and transfer students to engage in unique academic and social opportunities with their peers and faculty during critical times of transition to college.

Several options are available for first-year student participation. Residential learning communities based on various themes give students the opportunity to live with others who share similar interests and enroll in two or more key courses together as a group. Typically, the course content emphasizes the theme of the particular learning community. Learning communities also offer study groups for these linked courses. Students in learning communities often participate in out-of-class experiences as well including field trips and service learning activities.

Learning community options vary each academic year based on student interests and faculty availability. Please visit our website at www.lemoyne.edu/learning_communities or call Campus Life & Leadership (315) 445-4520 for current options or with questions.

Dining Services

There are several dining locations on campus. These include LaCasse Dining Center, The Dolphin Den, Kaffe Nuvo, and the C-Store. For information about specific meal plans, menus, special events and hours of operation, visit the dining services website: www.lemoynedining.com.

The Dolphin Den, located on the ground floor of Grewen Hall, features a convenience store, an upscale coffee shop and a full-service snack bar all in a large, comfortable space. A pub, located in the Campus Center, is a social space for the members of the Le Moyne Community who are 21 years of age or older.

Health Services

Health Services practices in an integrated model of services delivered through the Wellness Center for Health and Counseling. Health Services, available to all students, is located in Seton Hall. It is staffed with registered nurses from 8:30 a.m. to 4:00 p.m., Monday through Friday when school is in session. Medical coverage includes a doctor and a physician assistant, one of whom is on campus daily and will see students, without charge, by appointment. Appointments are preferred; walk-ins are accepted. Referrals to specialists off-campus can be arranged.

Health Services offers medical care that includes emergency first-aid, treatment for injuries and illness, medical and nursing consultations, health related counseling, laboratory tests, and other diagnostic procedures ordered by the College's physician assistant or the student's private physician. Off-campus services such as allergy injections, dental, x-rays and physical therapy can be arranged through the Health Services office.

Required Physical Examination/Immunization Record

In compliance with New York state law, all students must have documentation of two measles, mumps and rubella vaccines given on or after their first birthday, or lab reports of positive titers for measles, mumps and rubella. Also completing a Meningitis Vaccination Response Form is required. Registration procedures will be delayed if immunization compliance has not been met prior to the designated date. A \$100.00 fine will also be placed on the student's account if they are not on file. Transfer students may submit a copy of the physical/immunization record from their previous college.

All full-time undergraduate students, including transfer students, must complete a physical examination, medical history and immunization record. In addition, no student may participate in intercollegiate athletics, or reside on campus, until this form is on file. All health related forms can be found at www.lemoyne.edu/wellness on the Health Services page.

Medical Insurance

All full-time undergraduate students are required to have medical insurance and will be enrolled in a college health insurance policy that will be billed directly to the student's account. This fee can be waived if the student can provide evidence of other insurance. The waiver process is done online and the instructions will accompany the bill. All students, regardless of class status or credit hours may purchase this insurance. Information is available in the health office, Office of Graduate Education and the Center for Continuing Education.

Counseling

College life can be quite challenging at times. Stress can arise from academics, relationships, family, mental health issues and sometimes just overall emotional well-being. It is a sign of intelligence and courage to recognize when you may need help, and it is also the first step in solving any difficulty.

Counseling Services

Counseling Services provides an integrated model of services delivered through the Wellness Center for Health and Counseling. Counseling Services, available to all students, is located in Romero Hall. The hours of operation are Monday through Friday, 8:30 to 4:30, when school is in session. Services include individual counseling, group counseling, and wellness coaching provided by licensed psychotherapists, by appointment. Referrals to mental health providers in the community can be arranged. For after-hour emergencies and crises, a counselor is on-call 24 hours. An on-call counselor can be reached by contacting Campus Security at (315) 445-4444.

Counseling Services also offers holistic, wellness-based assessments and recommendations for treatment. Short-term counseling is available to all students. A substance abuse specialist is available to provide assessments, support and emotional groups, and short-term counseling. Additionally, counseling and psycho-educational groups are offered on issues related to stress management, wellness, substance abuse, and ADHD.

The counselors at the Wellness Center also offer wellness programming to the campus community and consultations with students, families, faculty, and staff. The counseling staff holds a variety of wellness and mental health related resources, including books, brochures, and DVDs. Additional counseling and wellness information can be found on the Wellness Center for Health and Counseling website www.lemoyne.edu/wellness and social media pages (Facebook and Twitter). To schedule an appointment, please contact the office between 8:30 - 4:30, Monday through Friday, at (315) 445-4195.

Campus Ministry

Campus Ministry supports the spiritual and religious life of the campus with activities open to students and staff of all faiths. Campus Ministry seeks to empower students, faculty, administrators, staff and alumni as persons of faith “for and with others,” in the Catholic, Jesuit tradition.

In addition to providing for a vital Roman Catholic liturgical and sacramental life, the campus ministry team:

- offers opportunities for spiritual retreats
- organizes opportunities for prayer, worship, and small faith communities
- promotes opportunities for service to those in need, both locally and through domestic and international service trips
- promotes ethical values and educates and organizes around issues of social justice and peace

- provides pastoral counseling and spiritual direction
- responds to the diverse pastoral needs of the campus community.

The Campus Ministry Office is in the Panasci Family Chapel. The usual business hours are Monday to Friday, 8:30 am to 4:30 pm. The phone number is 315-445-4110. The e-mail is campusministry@lemoyne.edu. You can find more information on our website at: www.lemoyne.edu/campusministry.

Service Learning

Service learning is one of several high-impact practices offered at Le Moyne that enrich what the student learns in the classroom by linking academic study and community service so that each experience strengthens and transforms the other. Through service learning, Le Moyne students experience our Jesuit mission: “to prepare its members for leadership and service in their personal and professional lives to promote a more just society.”

Through selected courses with academic credit, service learning students are challenged to integrate a carefully selected community service experience with their course objectives. They are guided by faculty to reflect on this community experience through class discussion, journals, presentations and scholarly papers. These creative learners contribute hundreds of hours of services in the Syracuse community each year.

For several consecutive years, Le Moyne College has been selected for the President’s Higher Education Community Service Honor Roll, which recognizes institutions of higher education that support exemplary, innovative, and effective community service programs. The Presidential Award is the highest federal recognition an institution can receive for its commitment to service learning and civic engagement.

Career Advising and Development

Preparing for future careers, obtaining professional employment, pursuing graduate or professional education are all very important concerns of college students. The mission of the Office of Career Advising and Development is to provide guidance, resources and opportunities that assist Le Moyne students in discerning career alternatives, securing employment and pursuing graduate or professional education.

Career Advising and Development offers many programs and resources to support its mission and the career development needs of its students. Individual consultation, coaching and counseling are available with experienced career development professionals. Seminars and workshops on a variety of topics including résumé writing, interviewing and graduate school planning are offered regularly. Up-to-date resources on career alternatives, local and national employers, job opportunities and graduate school programs are maintained in a resource library as well as through a comprehensive website. Internship advisement and referral is provided. Recruitment programs featuring employers from a variety of industries are conducted on campus, through joint consortium programs in the region and online.

First-year students and sophomores are encouraged to explore majors and careers with the help of a career counselor. Students are advised to engage in career development activities through career services beginning early and continuing up to graduation. Alumni of the College are also eligible for career services throughout their careers. For further information, consult www.lemoyne.edu/career_services or call (315) 445-4185.

Universidad Iberoamericana, Mexico City, Mexico
Guatemala Summer Program (coordinated by the Honors Program)

Co-curricular Activities

Study Abroad Program

The Study Abroad Program encourages qualified students to pursue international study for a semester or year. At times, students can also apply for Le Moyne College faculty led short-term study abroad programs offered during December/January and May/June. The staff guides students in choosing programs that fit both their academic needs and interests. Students also have the opportunity to talk with Study Abroad Ambassadors, Le Moyne students who have spent time abroad, and with faculty members familiar with academic programs of specific colleges and universities around the world. Information about Le Moyne's Study Abroad Program and services can be obtained at www.lemoyne.edu/study_abroad.

Students traditionally study abroad during their junior year, but in some cases a student may, with approval, study abroad in other semesters. To begin the process, students are required to attend an informational session one year before their intended departure. They will learn about the program criteria at the meeting such as minimum cumulative G.P.A. and judicial record criteria. For specific eligibility requirements, please refer to the office's website at www.lemoyne.edu/study_abroad. Students must also have the approval of both the study abroad coordinator and chair of their major. Students participating in the Study Abroad Program must secure advance approval from the director of the core for courses they plan to use to fulfill core requirements. Students majoring in certain disciplines, e.g., the sciences, or those seeking teaching certification, must work far in advance with their departments in order to study abroad. Limited spots are available for study abroad.

Le Moyne College currently has several study abroad program sites and is working to develop additional sites. Students may also pursue approved programs sponsored by other institutions.

Le Moyne's Study Abroad Program locations include:

Charles University, Prague, Czech Republic
Pontificia Universidad Católica Madre y Maestra, Santiago, Dominican Republic
University of Essex, Colchester, England
University of Leicester, Leicester, England
University of Kassel, Kassel, Germany
Mary Immaculate College, Limerick, Ireland
University of Stirling, Stirling, Scotland
University of Warsaw, Warsaw, Poland
Facultad de Economía – Instituto Químico de Sarriá, Barcelona, Spain

Internships

Many departments and programs of the College maintain affiliations with businesses, government offices and social service agencies. For example, the political science department offers semester-long internships in Washington, D.C., and Albany, N.Y., which are open to all majors and allow students to integrate classroom education with appropriate learning experiences in a non-academic setting. Grades for internships are High Pass (HP), Pass (P) or Fail (F). Interested students should apply to the chair of the department in which the internship is desired and should obtain a copy of the rules and regulations governing internships at the registrar's office.

Reserve Officer Training Corps (ROTC)

Students at Le Moyne College may take reserve officer training through the Department of Military Science and the Department of Aerospace Studies at Syracuse University. Both the Army program in military science and the Air Force program in aerospace studies have basic courses, generally taken in the freshman and sophomore years, and advanced courses taken in the junior and senior years. Upon award of a bachelor's degree, students who have successfully completed advanced course requirements become commissioned second lieutenants in the United States Army or the United States Air Force. Admission to the advanced courses is generally contingent upon successful completion of the Army or Air Force freshman and sophomore courses, a satisfactory physical profile, and demonstration of academic proficiency and leadership potential. Under certain conditions, however, students who have not completed basic courses may apply during their sophomore year for the advanced courses and compete for entry into advanced ROTC at the fall registration of the junior year.

For a complete course listing, or to learn more about Syracuse University's Army and Air Force ROTC programs, go to: sumweb.syr.edu/armyrotc and afrotc.syr.edu.

Those interested should inquire at the appropriate Syracuse University ROTC office for more information and application forms. Questions related to transferring ROTC credits to Le Moyne should be directed to the registrar's office at Le Moyne.

Activities & Facilities

Athletics

Le Moyne's athletics program offers students a variety of opportunities for participation. The College has 10 men's and 11 women's varsity teams which observe the conditions for eligibility stated by the National Collegiate Athletic Association (NCAA) and the Northeast-10 Conference. Le Moyne also sponsors club teams and has an extensive intramural program.

The Anthony A. Henninger Athletic Center is home to the varsity sports teams, while the Recreation Center is primarily devoted to intramural sports, recreational activities and the students' own personal fitness routines. Le Moyne also sponsors 13 club sport teams and has an extensive intramural program.

Honor Societies

Le Moyne has a chapter of Alpha Sigma Nu, the Jesuit national honor society; Alpha Kappa Delta, the national honor society for sociologists; Alpha Sigma Lambda, the national honor society for students in continuing higher education; Beta Beta Beta, the national honor society in biology; Delta Mu Delta, the national honor society in business and accounting; Kappa Delta Pi, the national honor society in education; Omicron Delta Epsilon, the international honor society in economics; Phi Alpha Theta, the national honor society in history; Phi Sigma Tau, the national honor society in philosophy; Pi Gamma Mu, the national social science honor society; Pi Mu Epsilon, the national honor society in mathematics; Pi Sigma Alpha, the national honor society in political science; Psi Chi, the national honor society in psychology; Tau Sigma, the national transfer student honor society; and Theta Alpha Kappa, the national honor society for religious studies and theology.

Groups, Clubs and Organizations

The College has numerous major-related groups which explore common academic interests. Le Moyne also has many clubs and organizations that focus on a variety of non-academic interests such as community service, recreational pursuits, publications, politics, women's issues, multicultural affairs, drama and social concerns.

The College also has a student-operated radio station and newspaper. Information regarding any of these groups, clubs and organizations is available from the campus life and leadership office. A complete list of clubs and their descriptions may be found online at www.lemoyne.edu/clubs.

Facilities

Building Accessibility

All buildings meet minimal standards of accessibility for individuals with physical disabilities. The College has a brochure that provides a map with information on facilities' accessibility. The maps can be found in the Office of Communications, the Office of Admission and in the Security Office. It can also be found online under "About Le Moyne."

Noreen Reale Falcone Library

The Library is located at the southwest corner of the campus. The two-story building, constructed in 1981, has a capacity of over 250,000 volumes and seating for 500 people. It currently houses 223,320 books, 26,934 e-books, 267 print and 58,709 electronic periodical subscriptions, 614,967 microform units, 1097 graphic materials, 3,556 audio recordings and 19,911 VHS, DVD and streaming video recordings.

The library's collections, policies and services are discussed in a series of guides. Copies of these guides are available in the reference area, as well as on the library's home page.

The library's home page contains links to over 135 databases providing access to research materials in all disciplines, in print and electronic formats. A database of over 100 million records, contributed by over 15,000 libraries, is used for the acquisition, cataloging and interlibrary borrowing of materials. When the library does not own the materials a student needs, this system is used to borrow those materials from another library in the region, New York state or elsewhere.

When classes are in session, library hours are:

Monday-Thursday	8 a.m. - 2 a.m.
Friday	8 a.m. - 8 p.m.
Saturday	9 a.m. - 8 p.m.
Sunday	Noon - 2 p.m.

Vacation and holiday hours are announced via (315) 445-4153.

Additional information can be found at the library Web page: www.lemoyne.edu/library.

Wilson Art Gallery

The Wilson Art Gallery is housed on the first floor of the library. Throughout the year, it sponsors exhibitions by local, regional and national artists. Its hours are the same as the library's.

Bookstore

Located in the Le Moyne Plaza adjacent to campus, the bookstore is operated by Barnes & Noble College Booksellers and is open year-round. The campus store offers a wide selection of College-imprinted merchandise, school supplies, novelties, personal items, miscellaneous items and books of general interest. The staff will accept orders for any book not in stock.

Textbook purchases are made at the beginning of each semester. Specific rules for all textbook returns are posted at the checkout registers. Used books are bought back every day, with a special buyback at the end of the fall and spring semesters during finals week.

We will accept payment for merchandise in the forms of cash, personal checks with proper ID or any major credit card. Books and merchandise can also be ordered online at www.lemoyne.bncollege.com.

W. Carroll Coyne Center for the Performing Arts

The W. Carroll Coyne Center for the Performing Arts is home to the College theatre, music and dance programs as well as the main venue for professional artists performing on campus. The building features a 200-seat flexible performance space with state-of-the-art lighting and sound systems, a studio theatre, music practice rooms, a dance studio, classrooms, production shops and administrative offices.

Computer Resources

A wide variety of computing resources are available on campus linked through a campus-wide fiber optic network. These resources are managed by the Office of Information Technology, which is located on the second floor of Reilly Hall. In order to keep users informed and assist them in their use of these resources, a number of printed and online publications are produced throughout the year, including a newsletter

and technical bulletins. Workshops and seminars are also held on various products and services. A help desk, staffed by professional and student consultants, is available for further assistance. It is located in the library.

All students, faculty and staff are provided accounts, without cost, on appropriate systems which provide access to general applications such as word processing, spreadsheets, databases and programming languages, as well as email and specific applications related to their fields. Access to the library catalog and the Internet are also provided.

Computer Center

The Computer Center, located on the second floor of Reilly Hall near the administrative offices of information technology, houses the central computing systems and servers for the campus. Servers provide students, faculty and staff with access to electronic mail, the Internet, and a broad spectrum of software resources. Each residence hall room is wired for access to the campus network. For off-campus use, dial-in access is provided through a bank of high speed modems. All systems are available on a continuous basis except during scheduled periods when normal maintenance procedures are performed.

Computer Facilities

A number of computer facilities, located throughout the academic buildings, are available for instruction and general student use. Each room is equipped with either Windows or Macintosh computers attached to networked laser printers. A variety of general applications as well as specialized instructional applications are supported on these systems.

The rooms, available to all students and faculty, are open 24 hours, Monday through Sunday, except during holiday periods. (Building hours may restrict access.) Monthly schedules are posted outside the facilities.

Additional computer facilities are found in clusters located in each of the residence halls. These systems are connected to laser printers and provide software similar to that found in the classrooms. They are available to resident hall residents 24 hours a day. The Nelligan Hall facility is available to all students 24 hours a day.

Campus Telecommunications System

Le Moyne College maintains its own telecommunications system operated by the telecommunications office within the Office of Information Technology. The College offers a set of telecommunication services to all students living in the residence halls. These services consist of campus and local telephone calling, voice mail and basic cable TV, which are provided at no cost to the students. Information regarding each of these services is provided to the resident students via their Le Moyne College email at the beginning of the fall semester and to new students as they arrive during the academic year. The telecommunications office is located on the second floor of Reilly Hall, room

241A. The staff is available to assist and answer any questions students may have regarding the campus telecommunications system.

Campus Crime Statistics

Campus crime statistics can be found in the Annual Campus Security and Fire Safety Report. To access crime statistics, as well as a variety of information regarding campus safety, fire safety and crime prevention simply visit www.lemoyne.edu/security or www.lemoyne.edu/annualreport.

Center for Continuing Education

The Center for Continuing Education (CCE) promotes lifelong learning and offers programs for educational, professional, and personal development. The department can also provide continuing education and professional development programs for organizations. Veterans' Services is housed within CCE and offers a point of contact for veterans and military-affiliated students. The Continuing Education staff assists learners with the transition to Le Moyne by offering advisement, registration, and orientations.

Continuing Education Admission

Adults 24 years of age and older may wish to—or be required to—take courses for credit as a non-matriculated student. Non-matriculated students working to establish their academic credibility for admission to Le Moyne College may take up to 11 credit hours per semester. Students are eligible to apply for matriculation/admission after the completion of between nine and 18 credit hours; classes taken must include one college core course, one course from the intended major, and—if mathematics is required in the intended major—one course in mathematics. Non-matriculated students must apply for matriculation after 18 credit hours have been attempted, at which point they are expected to meet Requirements for Transfer Admission.

CCE recognizes that some adult learners, due to the demands of careers and families, can only attend evening classes. Continuing Education students are welcome to select a course of study from any of Le Moyne College's majors. Daytime course work is required for some majors; other programs can be completed at night.

Success for Veterans Program

The Le Moyne College Success for Veterans Program offers veterans, service members, and their families a point of contact who provide support throughout their time at Le Moyne. The program provides assistance with educational benefits, academic advisement and support, and connections with campus and community resources. Veterans and service members enjoy a Veterans' House on campus, the Student Veterans Association, and special events throughout the year.

Post Baccalaureate

Many people opt to change career direction after receiving their baccalaureate degrees. CCE can help students enroll in courses for credit

that are required for admission to graduate programs—for example, pre-med coursework—or for certification, as in those preparing to become certified public accountants. These students are permitted to exceed the 18 credit hour limit established for non-matriculated students.

A five-course Post-Baccalaureate RN to MS Certificate is available for the registered nurse who has a bachelor's degree in a field other than nursing; it prepares the RN for entrance into a Le Moyne graduate nursing program.

Professional Enrichment

For those in the community interested in enhancing their professional qualifications, Le Moyne offers certificates in Human Resource Management, Accountancy, Integrated Marketing Communications, Information Technology, Health Information Systems, and Government Systems Management. Upon completion of any certificate, these courses and previous coursework may be applied to a Le Moyne College degree. Learners may also take an individual course to update or acquire new skills.

CCE also offers noncredit courses for professionals in Central New York, including preparation classes for the Society for Human Resource Management (SHRM) certification exams for the SHRM-CP (Certified Professional) and SHRM-SCP (Senior Certified Professional) designation.

CCE will also work with organizations to bring professional development classes, seminars, or training modules to workplaces.

Personal Enrichment

Community members may, for personal enrichment, audit classes or take courses for credit, and may take more than 18 credit hours with permission from the CCE director. Students who audit courses generally are exempt from assignments and examinations; however, requirements vary by class.

J-mester, May-mester and Summer Sessions

The Center for Continuing Education administers J-mester, May-mester, and summer sessions for all matriculated, non-matriculated, and visiting students, and CCE works with admissions to offer the Summer Scholars program for high school students. Further information regarding course availability, tuition costs, and registration can be found on CCE's website.

Undergraduate Information



Undergraduate Admission

Freshman Admission

Le Moyne College welcomes applications from students with various backgrounds and interests who have distinguished themselves by their achievements in high school. All qualified applicants are eligible for admission regardless of race, color, age, sex, physical disability, religion or national origin. Applications for admission are available through the Office of Admission or online at www.lemoyne.edu/admissions.

Freshman Admission Requirements

Admission to Le Moyne is determined by the following criteria:

1. High school record: Applicants will typically be expected to have achieved at least an 80-percent average in academic subjects and to rank in the upper half of their class. Strength of the academic program (both the level and the courses taken) is the single most important factor in the admission decision. College policy stipulates that all freshman applicants must have a high school diploma or GED before matriculation to Le Moyne College can occur.

The student must graduate from an accredited high school and normally should complete a minimum of 16 academic units in the following distribution:

English 4
Foreign Language* 3
Mathematics ** 3-4
Natural Science 3-4
Social Studies 3-4

2. College entrance examination: All applicants are required to take the Scholastic Assessment Test (SAT) or the test battery of the American College Testing program (ACT). Although not primary, this additional assessment of an applicant's achievement provides important supplemental information in determining admission to the College or to a particular program of study.
3. Recommendation of the high school: Applicants are required to submit one letter of recommendation from a guidance/college counselor or three letters of recommendation from clergy, coaches, employers, teachers, etc.
4. Other information: An outline of principal academic and extracurricular activities and achievements is part of the application form. While not required, campus visits are strongly recommended and personal interviews are encouraged.

* While three units in a foreign language is the standard, students are encouraged to continue with language through the senior year in order to best prepare for language study in college.

** Students are encouraged to complete a four unit sequence of college preparatory mathematics courses, including, at a minimum, Algebra I, geometry and Algebra II. Students failing to achieve

the minimum standard may be accepted at the discretion of the Admission Committee, but these students will be required to successfully complete a non-credit intermediate algebra course in the first year and prior to any credit bearing mathematics course. Students planning to major in biological sciences, natural systems science, chemistry, mathematics or physics should make plans to complete four years of college preparatory mathematics prior to enrollment as freshmen.

Freshman Application Requirements

A completed application package includes:

1. A completed freshman application (fee waived online)
2. Official high school transcript
3. Guidance/College Counselor Recommendation Form or three letters of recommendation from clergy, coaches, employers, teachers, etc.
4. Official SAT or ACT scores or TOEFL scores (non-native English speakers)
5. Personal statement

Transfer Admission

Students who wish to transfer to Le Moyne from another institution are welcome and should access the application at www.lemoyne.edu/transfer.

Transfer Admission Requirements

Applications for transfer admission are evaluated on the strength of the academic program in college, the grades earned and the applicability of the coursework to a Le Moyne degree. For students transferring to Le Moyne from regionally accredited institutions and from academic programs similar to the intended major at Le Moyne, the following guidelines usually apply:

1. The student must have earned at least a 2.6 cumulative G.P.A. for admission to most programs.
2. Proficiency in English, mathematics and the intended area of study must be demonstrated in the academic record. In mathematics, all students must have successfully completed at least the third year of college preparatory high school mathematics or intermediate algebra at the college level.
3. Transfer students may use transfer credit to fulfill a core requirement when the transfer course is equivalent to the core course. Residency requirements may apply. www.lemoyne.edu/core.

Transfer Application Requirements

Completed applications are reviewed on a rolling basis, so it is advantageous to apply well in advance of the announced deadlines.

A completed application package includes:

1. A completed transfer application
2. Official transcript from each college attended or where credit has been earned

3. Personal statement
4. If you have completed (post high-school graduation) fewer than 24 college credit hours at the time of application, you must submit an official high school transcript.

Transfer students are eligible for all forms of need-based financial aid.

Transfer of Credit

Le Moyne makes a sincere effort to transfer credits to the student's best educational advantage, provided that the previous coursework is applicable to the Le Moyne degree program. Please visit the registrar's website (www.lemoyne.edu/registrar) for more information on Le Moyne's policy and procedures for accepting transfer credit.

Advanced Placement

Le Moyne College supports the Advanced Placement programs of the College Entrance Examination Board and acknowledges the accomplishments of those students who, through high scores on Advanced Placement (AP) examinations, have demonstrated special academic achievement in high school. At the same time, the College recognizes that only students who are judged to be adequately prepared should be admitted to courses and programs. The College will therefore award college-level credit based on the College's AP Credit Policy if a specific score is met. For more information and to view a copy of the College's AP Policy, please visit the Registrar's website: www.lemoyne.edu/registrar.

College Level Examination Program (CLEP)

Le Moyne College grants academic credit for some subject examinations of CLEP to students who are already enrolled in the College and to applicants for admission. For more information, please visit the Registrar's website: www.lemoyne.edu/registrar.

International Baccalaureate (IB) Credit

International Baccalaureate (IB) credit is accepted by Le Moyne College and reviewed on an individual basis. Credit is determined by the score received on the exam as well as the diploma earned. For more information, please visit the Registrar's website www.lemoyne.edu/registrar.

Financial Aid

Le Moyne College considers it essential to provide assistance to students whose personal and family resources are inadequate to meet the full cost of education. The College has developed a comprehensive program of scholarships, grants, loans and employment to supplement resources of full-time students.

More detailed information is available at the Office of Financial Aid. Costs can be found on the Bursar's office website.

Important Steps in Applying for Funds

In order to apply for all the aid available through Le Moyne, an incoming student must file the Free Application for Federal Student

Aid (FAFSA). The FAFSA is available online at www.fafsa.ed.gov, and should be complete by Feb. 15.

Returning students must file the NYS TAP Application and the FAFSA. If requested, students and/or parents must submit documents to fulfill federal verification requirements. All forms should be received by the Office of Financial Aid by April 15 each year.

Any type of financial aid administered by the College may be revoked in the event that a discrepancy between the applicant's statement of need and his or her current financial status is discovered.

Academic Requirements for Receiving Le Moyne or Federal Financial Aid

Any student receiving Le Moyne or federal financial aid must maintain satisfactory academic standing as outlined in the Academic Information section of this catalog. Additionally, such a student must meet the quantity and time-limit requirements on eligibility for Le Moyne and federal funds that are outlined in the chart below.

Credit hours successfully completed for half-time or three-quarter-time students will be adjusted accordingly.

Students within the academic-probation range of the G.P.A. will be individually reviewed for the quantity and time-limit requirements. These guidelines are outlined in the Academic Information section. Such a student thus remains eligible for aid. Also, the Office of the Vice President for Enrollment Management may grant waivers to those who fall below the quantity and time-limit requirements if the student demonstrates mitigating circumstances.

Quantity Requirements

Credit Hours Attempted	0-36	37-89	90+
Percent of attempted credit hours successfully completed (grade of D or better)	50%	60%	75%

Time Limits on Receiving Le Moyne or Federal Aid as a Full-time Student

Academic years completed as a full-time student	1	2	3	4	5	6
Minimum number of credit hours successful completed	18	36	54	72	90	120

Academic Guidelines for New York State Financial Aid

Students who have received an Award Certificate for any New York state funds must meet the academic guidelines described below. It is the responsibility of Le Moyne College to certify that all New York state eligibility requirements have been met. The date of certification is the day after the end of the five-week tuition refund period.

Recipients of New York state funds are encouraged to contact the financial aid office for clarification concerning these regulations.

1. Pursuit of Program (Attendance):

Student must be enrolled for a minimum of 12 credit hours per semester.

First-Year Award Received — Student must complete 50 percent of minimum full-time load per semester.

Second-Year Award Received — Student must complete 75 percent of minimum full-time load per semester.

Third-and Fourth-Year Award Received — Student must complete 100 percent of minimum full-time load per semester.

2. Standard of Satisfactory Academic Progress for Purpose of Determining Eligibility for State Student Aid:

A. Payments starting prior to 2010-2011 and special academic programs.

Before being certified for this payment

1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
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Students must have accrued at least this many credits

0	3	9	21	33	45	60	75	90	105
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With at least this G.P.A.

0	1.1	1.2	1.3	2.0	2.0	2.0	2.0	2.0	2.0
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B. Payments starting in 2010-2011 and thereafter.

Before being certified for this payment

1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
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Students must have accrued at least this many credits

0	6	15	27	39	51	66	81	96	111
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With at least this G.P.A.

0	1.5	1.8	1.8	2.0	2.0	2.0	2.0	2.0	2.0
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Degree Information

To earn a bachelor's degree at Le Moyne College, a student must satisfactorily complete 120 semester hours of credit or more, depending upon the program selected.

The semester hour is the unit of instruction used for computing the amount of work required for graduation. One semester hour is equivalent to one 50-minute period of lecture or recitation per week for one semester. Three clock hours of laboratory work are equal to one period of lecture or recitation.

A semester-hour credit is the amount of credit earned by the study of one course which meets once a week for at least a 15-week semester. No number of credits, however, will entitle a student to a degree. The requirements for each program consist of the specific outline of the courses required for the respective degrees and majors, together with the credits attached to each.

Core Curriculum

At Le Moyne College a solid grounding in the humanities and the sciences is an essential element in each student's preparation for a meaningful and productive life. The College, therefore, requires participation in the core curriculum, a special series of required courses and course options designed to assist students in acquiring the skills, knowledge, attitudes and values that are the basis of a liberal education in the Jesuit tradition. For a complete listing of these requirements, see the Core Curriculum website.

Core Requirements

The Le Moyne College core curriculum takes the student from introduction to college, into disciplines foundational for contemporary learning to interdisciplinary, and finally trans-disciplinary studies. All students must complete introductory courses in writing, English, philosophy, theology, religious studies, natural science and social science.

Additionally, the core includes study of another language, diversity, visual and performing arts and interdisciplinary studies elements. Finally, undergraduates are required to take a COR 100 Transitions first-year seminar and a COR 400 Transformations senior course at Le Moyne.

Transfer students only: All Le Moyne undergraduates must complete three of four writing courses at Le Moyne.* These courses include WRT 101 Critical Writing, courses in the writing instructional sequence and a discipline-designated writing course within the major. Additionally, all Le Moyne undergraduates must complete three credits of philosophy study at Le Moyne.

* For the classes of 2017 & 2018, this requirement will be 2 out of 4 writing courses.

Matriculation

Matriculated students have been admitted into the College and must be pursuing a Le Moyne College degree. All full-time students will be considered matriculated. Nonmatriculated students may select courses according to their individual interests but are advised that if they should later decide to matriculate, only courses applicable to a specific degree program can be counted toward that degree. Part-time students may study on either a matriculated or a nonmatriculated basis.

Degrees

All degrees awarded by Le Moyne College are authorized by the New York State Board of Regents and are registered with the New York State Education Department. Enrollment in non-registered or non-approved programs may jeopardize a student's eligibility for certain student aid awards.

The objective of curricula leading to a Bachelor of Science degree is to provide the student with the knowledge that may be necessary for advanced study or practical application in various fields as well as a thorough training in the methods of that field.

The Bachelor of Arts degree is the traditional academic degree. The programs leading to it place emphasis on the humanities.

Graduation Requirements

In order to receive a bachelor's degree, the student must:

- Obtain a passing grade in all courses required for the major program including the College core.
- Complete half of the major requirements at Le Moyne.
- Complete half the minor requirements at Le Moyne.
- Have a 2.0 overall G.P.A.
- Have a 2.0 G.P.A. in the major courses and/or minor courses.
- Complete the last 30 hours at Le Moyne.
- Complete any additional requirements as specified in a particular major.
- Transfer students only: Complete, at Le Moyne College, at least one core course in each of the four disciplines: English, history, philosophy and religious studies.

Majors

In addition to these basic liberal arts subjects, Le Moyne requires a concentration of depth and mastery in one major field. Most frequently, the choice of the major will determine the degree that is received at graduation. At least half of the major must be taken at Le Moyne.

Students who wish to receive two majors within a single degree (B.S. or B.A.) must complete the core and courses described in a major and major supporting courses for each of the majors before being certified for graduation. Students who want two degrees (B.S. and B.A.) must satisfactorily complete all requirements for both degrees and earn a minimum of 144 semester hours.

As much as possible, most programs have been arranged so that students have some of the same required courses in the first year. This procedure has been established to allow students to choose majors after one year of college experience.

Students who wish to major in mathematics, any of the natural sciences, business or accounting, however, should begin the required courses for these majors in the first year. Students choosing one of these majors after their first year should work closely with their advisor to facilitate degree completion in a timely manner.

Changing or Adding a Major

Before either changing or adding a major, a student must consult with the chair of the department that administers the new major. To enable the student to approach the change or addition in a realistic manner, the department chair will advise him or her of the course requirements and career opportunities in the field. Any change or addition of a major must be presented to the registrar's office. A 2.0 G.P.A. must be maintained in the major.

Some departments may have caps on the maximum number of students who can pursue a major that they offer, due to staffing or other reasons. In cases where a cap has been reached, a student may not be able to change to or add this major.

Minor Programs

A list of special minor programs can be found in the Academic Information section of this catalog.

The College requires that half the courses used for a minor be taken at Le Moyne. Specific requirements for a minor are determined by each department. The minor course of study is optional for each student, and approval by the major and minor department chairs is required.

Each department has the option of requiring an interview with its chair before admitting any student to its minor program. In any case, the student's declaration of an intended departmental minor must be presented in the registrar's office.

All teacher candidates must have a minimum 3.0 cumulative G.P.A. in their education courses and a minimum 2.7 G.P.A. prior to the start of full-time preservice teaching.

A student must maintain a cumulative G.P.A. of at least 2.0 in the courses fulfilling the minor requirements and prerequisite courses. For more information, refer to specific areas of study.

Academic Standing

Academic standing is determined by a student's cumulative G.P.A. beginning with the first semester of the first year. No student may graduate from the College in any degree program with a cumulative G.P.A. of less than 2.0. Recognizing that the transition from high school to college is sometimes difficult, the College has established

minimum standards for our first-semester, first year students (see Basis for Academic Standing).

Credit Hours Attempted Toward Degree

This category includes all hours, comprising all transfer hours, W, PF/P and PF/HP, and any hours failed, including F, PF/F and WF, that have been attempted toward the Le Moyne degree. The student may opt to delay the inclusion of transfer credits until after the completion of 12 further credit hours at Le Moyne. Only credits attempted at Le Moyne are used in calculating the G.P.A.

Academic Forgiveness

There are two instances in which a student can seek academic forgiveness. If a student returns to Le Moyne after an absence of 10 years, he/she may apply for academic forgiveness. A student should apply for academic forgiveness during the semester in which he or she is re-admitted. This policy allows the aged record to be treated as transfer credit; courses with a grade of C or better count as credit toward graduation and courses with a grade of D or F will not count toward graduation credit. No course counts in the calculation of the new cumulative G.P.A. The previous record will be recorded on the transcript with the old grades, but the student will restart a new G.P.A. A notation explaining the policy will be on the transcript.

A student who has changed majors and has the consent of his/her academic advisor in the new major may petition the dean for academic forgiveness of an entire semester. Students must achieve a minimum 2.5 G.P.A. in the semester before making such a petition. This differs from the policy for aged records in that all courses for the semester will be removed from the G.P.A. and none will count toward graduation.

Retaking Courses

If a student retakes a course already taken at Le Moyne College, all the grades for that course will appear on the transcript, but the course will apply toward the student's degree program only once.

For each repeated course, up to one failing grade (F, WF or PF/F) for that course will be removed from the calculation of the grade point average, provided that the repeated course was taken at Le Moyne and that it is the same as the original (same course number, same course title).

Satisfactory Academic Standing

A student who has earned a cumulative G.P.A. of 2.0, or better, is in satisfactory standing.

Academic Warning

A warning occurs when a first-semester, first-year student receives a semester G.P.A. from 1.75 through 1.999. While on warning, a student is required to meet with a representative from the Office for Academic Advising and Support throughout the course of the semester, develop an academic success program, and attend academic success programming. The student may receive other stipulations intended to improve the student's academic success, such as attending individual tutoring or study groups. Such students should also consult with their

advisor about their first semester progress and discuss strategies for raising their grades. Students should also speak with their instructor(s) of courses in which they are struggling. A warning may be issued for one semester only.

Academic Probation

Full-time students on academic probation have two semesters to raise their cumulative G.P.A. to 2.0 or above. While on probation, a student is required to meet regularly with an assigned probation counselor throughout the course of the semester and attend academic success programming. The student may be restricted to a reduced course load, and/or receive other stipulations intended to improve the student's academic success, such as attending individual tutoring or study groups.

The most efficient way for students to raise their G.P.A. is to retake any courses at Le Moyne in which they earned an "F." Upon completion of the course, the failing grade will be replaced with the new grade and their cumulative G.P.A. will be adjusted. The original grade of "F" remains on the transcript but is not calculated into the G.P.A. A grade of "F" can only be replaced once. If a student fails a course the second time, the second "F" and the new grade are calculated in the G.P.A.

Academic Disqualification

If a student is academically disqualified (see chart on next page), one fall or spring semester must elapse before that student can apply for readmission to Le Moyne. While readmission is not guaranteed, disqualified students who are successfully readmitted must have earned above average grades at other accredited institutions while they were away from Le Moyne; sought counseling to resolve non-academic issues that were compromising their academic success; and/or resolved any financial, personal or academic support issues impeding academic achievement.

Once semester grades are reported, students who are academically disqualified are informed of their academic standing as well as the procedures for appeal of their disqualification. Disqualification will be enforced unless, in the judgment of the Academic Appeals Committee, there are extenuating circumstances. If a student appeals disqualification and the appeal is successful, then the dean for academic advising and support on behalf of the Appeals Committee will inform the student of the conditions for resuming studies.

Readmission

An academically disqualified student who wishes to return is required to complete a readmission application available in the Office of Admission. Readmission is not guaranteed to students who were academically disqualified. Readmission and the conditions for such are determined by the dean for academic advising and support. All financial obligations must be settled with the Office of the Bursar prior to reactivation. If allowed to return, the student will be on academic probation with conditions outlined.

Academic Dismissal

A student who has been readmitted after academic disqualification and who fails to meet the terms of readmission will be dismissed and not eligible to return.

Basis for Academic Standing

Academic standing is a point-in-time calculation (at the end of each fall and spring semester) taking into account a student's grades in the previous semester and his/her cumulative grade point average. Good academic standing is required for students to graduate and maintain most scholarships and financial aid.

First-semester, first-year students

Grades and Average	Status
Cumulative G.P.A. of 2.0 or above	Good Academic Standing
Cumulative G.P.A. of 1.75 through 1.999	Academic Warning
Receiving three or more failing grades (F, WF, PF/F)	Academic Probation
Cumulative G.P.A. below 1.75	Academic Probation

Second-semester, first-year students

Grades and Average	Status
Cumulative G.P.A. of 2.0 and above	Good Academic Standing
Cumulative G.P.A. average below 2.0	Academic Probation
Receiving three or more failing grades (F, WF, PF/F) and a G.P.A. above 2.0	Academic Probation
Receiving three or more failing grades (F, WF, PF/F) and a G.P.A. below 2.0	Academic Disqualification
After 2 consecutive semesters on probation, student's cumulative G.P.A. is below 2.0	Academic Disqualification

Part-time matriculated students

Grades and Average	Status
Cumulative G.P.A. of 2.0 or higher*	Good Academic Standing
Cumulative G.P.A. below 2.0*	Academic Probation
After 2 consecutive semesters on probation, student's cumulative G.P.A. is below 2.0*	Academic Disqualification

*regardless of number of credits earned in a given semester

Additional notes concerning academic standing:

- Part-time is defined as enrolled in fewer than 12 credit hours in a given fall or spring semester as recorded immediately following the add/drop deadline.
- Academic standing is established only during fall and spring semesters. A student's J-mester, May-mester and summer session earned credits/quality points are factored into the overall G.P.A. following only the next fall or spring semester. This policy remains the same for both full-time and part-time students.
- Students approved for a leave of absence will not have the semester(s) on hiatus counted toward the calculation of semesters on probation. This policy remains the same for both full-time and part-time students.

Graduation Rates

Every year Le Moyne College reports to the New York State Education Department data pertaining to graduation rates for full-time, first-time students. Information for each entering class reflects graduation rates over a standard reporting period of five years. The table below indicates graduation rates for full-time, first-time students.

Year Entered	Class of	Enrolled	4 years percent	5 years percent
2006	2010	545	60.5	67.6
2007	2011	577	62.7	72.8
2008	2012	543	61.2	70.6
2009	2013	607	57.0	66.5
2010	2014	617	59.9	

Information for each entering class reflects graduation rates over a standard reporting period of five years. The table above indicates graduation rates for five years for the last five classes of students for which information is available. (Data source: New York State Department of Education Form 2.9).

Academic Advising and Academic Support Services

A professional academic advising staff within the Division of Student Development, led by the dean for academic advising and support, offers students and faculty comprehensive programs tailored to the needs of students at distinct developmental stages, including programs for first-year and transfer students and students who have not declared a major, as well as comprehensive orientation programs, early intervention programs, coordination of academic standing and assistance to students on academic probation, tutoring and writing assistance, service learning, international student advising and support to students enrolled in the HEOP and AHANA programs, and C-STEP.

The purpose of academic advising and support is to help Le Moyne students succeed in college by connecting them with faculty and programs that enable them to create meaningful relationships within and

outside the classroom while enhancing their intellectual, social and personal development.

Advisement Program

Pre-fall Enrollment – Advising for first-year students begins prior to the first day of classes. Once students choose Le Moyne College, they receive *Heading to the Heights*, a First-year Student Guide, and access to an Online Advanced Registration System (OARS) that prepares them for a one-day “Summer Welcome” where they will meet an academic advisor in their major, complete their fall course schedule and take placement tests. This pre-college program is designed to acquaint students and their parents primarily with the academic aspects of the first-year experience.

First Year of College – First-year students are assigned to an academic advisor in their major or, if undeclared, with a professional advisor in the Office for Academic Advising and Support. The student’s first-year advisor should be considered a primary mentor and is critical in helping the new student develop the skills necessary to make valuable decisions throughout their academic career and in their major. Frequent interaction between first-year advisor and student is essential, especially in the first semester.

Departmental Advising – After the first year, Le Moyne assigns upper-division faculty advisors to sophomores, juniors, seniors and transfer students. Each student is advised by the department chair of the major or a faculty designee of the chair. Transfer students who are undeclared are advised by the dean for academic advising and support, or the dean’s designee. Students who remain undeclared in their sophomore year may continue to be advised by either their first-year advisor or the dean/dean’s designee.

The Advisor/Advisee Relationship

The advisor and student share equal responsibility to develop a meaningful relationship. Advisors can provide guidance and mentoring to help students make informed choices. However, students are ultimately responsible for meeting the requirements of their degree programs.

Students should meet on an individual basis with their advisor several times each semester. Both individual and group meetings are quite important, especially prior to registration, as academic advisors must review the students’ proposed schedules and approve them for student registration on WebAdvisor. These meetings also allow for discussions about the student’s major/minor, possible internships, and career planning. Some departments schedule group advisement to inform students about activities and new classes in the major while others offer special programming and events regarding major-related topics, e.g., departmental research opportunities and internships.

Student Outreach

While it is integral to Le Moyne’s mission for faculty and administrators to encourage students to seek their assistance, sometimes students are at a crossroads and need additional, immediate or more intensive support for their well-being and academic success. Students can also

experience unexpected extenuating circumstances during their time at Le Moyne that will affect their academic performance and their lives while at college. For that reason, Le Moyne has established the Early Alert Sytem Exchange (EASE), a confidential early intervention and referral process that provides avenues for professors, administrators, and staff with the means to identify students in need of additional support. These students may exhibit risk factors that may limit their ability to be successful at Le Moyne. Such factors may include academic challenges, major life events causing overwhelming stress, unmet emotional or medical needs, or lack of a support structure. In addition, EASE also identifies students with multiple deficiencies at mid-term and those who are not following required academic probation guidelines. The EASE process is led by the Assistant Dean for Student Development and the Director for Academic Advising and Support.

Tutoring at Le Moyne

Le Moyne students are encouraged to take advantage of the free services coordinated by the Office for Academic Advising and Support. The office provides tutoring, study groups, individual consultations and workshops for all students seeking to improve their academic performance and achieve excellence. Individual and group support is also available to students interested in strengthening their learning strategies (e.g., time management, note-taking and test prep strategies). Students are welcome to set up individual appointments with a member of the advising staff to learn more.

Free one-to-one tutoring and study groups are available during the academic year. Students can make tutoring appointments online by visiting lemoyne.mywconline.com. For more information, contact (315) 445-4177.

Disability Support Services

Disability Support Services, located on the first floor of the Noreen Reale Falcone Library, arranges academic accommodations for eligible students with disabilities under Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990. Students with disabilities are encouraged to contact the director of disability support services as soon as possible to ensure that academic accommodations are made available in a timely manner. Written documentation attesting to the existence of the disabling condition and signed by a licensed professional is required before academic accommodations can be implemented.

For more information, call (315) 445-4118 or visit our website at www.lemoyne.edu/DSS.

HEOP Program

Arthur O. Eve Higher Education Opportunity Program

The Arthur O. Eve Higher Education Opportunity Program (HEOP) at Le Moyne College provides broad and varied educational experiences to capable students who, due to academic underpreparation and limited financial resources, might not have an opportunity to attend college. The program provides academic support services, counseling

and financial aid to enable them to successfully complete their program of study at Le Moyne College. Students also participate in an academic five-week pre-freshman summer program, and is available to New York State residents only.

AHANA Program

The African-American, Hispanic, Asian, Native American Program (AHANA) is for students who do not meet the academic criteria for regular admission but demonstrate academic capability. This program also provides academic support services, counseling, advising, and is available to both New York state and non-New York state residents. Students will participate in an academic five-week pre-freshman summer program. Financial assistance is based on need as reflected on the student's FAFSA application and Le Moyne College's financial aid form.

CSTEP

The Le Moyne College Collegiate Science and Technology Entry Program (CSTEP) was developed to prepare individuals for professional licensure, or to enter careers in the fields of science, technology, engineering and math (STEM). It provides historically underrepresented and economically challenged students with services and activities to prepare them for entry into CSTEP-targeted professions. Enrichment activities are designed to increase recruitment, retention and placement of eligible students in severe shortage areas. They include individual advisement, a workshop series, mentorship, research opportunities, tutoring, a summer program, career and graduate school preparation, conference, community service and service-learning activities. More information about the CSTEP program can be found online at www.lemoyne.edu/cstep.

International Student Advisement

Le Moyne College provides its F-1 international students support regarding their immigration status. All undergraduate and graduate students who are studying at Le Moyne under the direction of an F-1 student visa receive assistance on issues such as maintaining status, employment, practical training, etc. They are also given the opportunity to attend an international orientation upon their entrance into Le Moyne. This session provides students with valuable information regarding immigration regulations.

Due to immigration guidelines, all F-1 students must complete their immigration registration paperwork during the first two weeks of each semester. In addition, they are required to maintain full-time enrollment and meet all other immigration regulations. For more information, contact the Director of Global Education at (315) 445-4624.

Pre-Health Advisement

The chair of the Health Professions Advisory Committee (HPAC) serves as the principal advisor for those students and alumni interested in the health professions. Information sessions for prospective applicants to professional schools begin as early as the fall semester of the freshman year. For qualified applicants to most doctoral degree programs in the health professions, members of the committee evaluate undergraduate credentials and formulate official college letters of recommendation.

Contact Dr. Beth Pritts, chair of the Health Professions Advisory Committee, for more information at (315) 445-4431.

Health Professions Advisory Committee

The Health Professions Advisory Committee functions to advise and assist students interested in pursuing careers in the health professions. The committee chair serves as an information source and as the principal advisor for those interested in professional fields such as dentistry, medicine, optometry, podiatry, veterinary medicine and other allied health care fields. The chair furnishes general information regarding professional school admission requirements and entrance examinations and also conducts informational meetings for prospective applicants to professional schools. For qualified applicants to most doctoral degree programs in the health professions, the members of the committee evaluate undergraduate credentials and formulate official college letters of recommendation. The committee also assists students enrolled in the different affiliation programs between Le Moyne College and health-profession schools (refer to Undergraduate Transfer Programs for descriptions of these programs). Further information regarding the committee and its functions may be obtained from the chair of the committee, Dr. Beth Pritts at (315) 445-4431.

Pre-Law Advisement

The director of pre-law education serves as the principal advisor for those students and alumni interested in careers in the legal profession. Information sessions for prospective applicants to professional schools begin as early as summer orientation and registration when the director of pre-law education meets with entering students and their parents. The current pre-law advisor is James Snyder, Esq.

Awards, Honors & Honors Programs

Degree Honors

The bachelor's degree, awarded at commencement to students who have successfully completed a prescribed program of study toward the degree, will be qualified "with honor" in the case of students who have achieved a high average by the end of their course of study at the College as follows:

- Students who have achieved a cumulative G.P.A. of 3.5 - 3.69 in all subjects by the end of their course of study will be awarded the bachelor's degree cum laude.
- Students who have achieved a cumulative G.P.A. of 3.7 - 3.84 in all subjects by the end of their course of study will be awarded the bachelor's degree magna cum laude.
- Students who have achieved a cumulative G.P.A. of 3.85 - 4.0 in all subjects by the end of their course of study will be awarded the bachelor's degree summa cum laude.
- Students who have completed all of the Integral Honors Program requirements and earned an Integral Honors degree will have

achieved the highest academic distinction conferred by the College.

Transfer students who have completed 60 credit hours at Le Moyne are eligible for degree honors at graduation.

Awarding of honors is determined by a student's cumulative G.P.A. as of the date of graduation and is unaffected by courses taken subsequently to the granting of a degree.

Dean's List

In order to qualify for the Dean's List in a given semester, a student must be registered as a full-time student for the semester and have achieved a semester G.P.A. of 3.5 or higher. In addition, the student must have received grade points for at least nine credit hours of coursework during the semester. No grade points are associated with the grade of HP, P or W.

Part-time matriculated students will qualify for the Dean's List in a given academic year if they have achieved an academic G.P.A. over the fall and spring semesters of 3.5 or higher. In addition, the student must have received grade points for at least 12 credit hours of course work during the academic year with no more than one grade of W. No grade points are associated with the grade of HP, P or W.

Academic Awards

The following medals and awards are presented to seniors at the Honors Convocation:

The Frank and Margaret Ahrens Memorial Medal in General Business
 The American Institute of Chemists Student Medal Award
 The Physics Program Medal for Outstanding Performance in Physics
 The Angela Bortoloni Award for Community Service
 The Brine Medal in Chemistry
 The Marie Arnold Chapin Medal in Biology
 The Bishop Thomas J. Costello D.D., Medal
 The Department of Foreign Languages Medal
 The Department of Psychology Medal
 The Pierre Teilhard de Chardin, S.J. (1881-1955) Award in Anthropology
 The Gregory J. Derschug, S. J., Medal in Sociology
 The Edward Eagan Medal in the Arts
 The Rev. James C. Finlay, S.J. Award for Integral Honors
 The Eugene J. Fitzmartin Medal in English
 The Bishop Foery Medal in Religious Studies
 The Mark Haskell Memorial Medal in Industrial Relations
 The Thomas R. Hogan Award in Communications
 The Father John P. Lahey Award in Writing
 The Msgr. Daniel E. Lawler Medal for Community Service
 The Leadership Experience for Activism Program Scholar
 The Catherine and William Lynn Education Medal
 The Loyola Medal Award
 The Leon J. Maltby Medal in Mathematics
 The Leonard P. Markert Medal in Philosophy
 The Gene McCarthy Award in Theatre Studies
 The Suzanne V. McClusky Medal in History

The Francis and Martha McElroy Medal in Business
 The Rev. Richard Moore McKeon, S. J., Industrial Relations Association Award
 The Medal for Scholarly Regional and Urban Applied Research
 The H. Paul Nelligan Medal in Pure Science
 The New York State Society of Certified Public Accountants Award
 The Pi Gamma Mu Scholarship Award in the Social Sciences
 The Joseph J. Pietrafesa Award
 The Maurice W. Powers Medal in Accounting
 The Lee-Anne Scaccia-Cruz Award for Excellence in Gender and Women's Studies
 The Elizabeth Schlaerth Memorial Medal in History
 The Service Award from the Wellness Center for Health and Counseling
 The W. S. Smith Memorial Award of the Institute of Internal Auditors
 The Syracuse Chapter of the New York Society of Certified Public Accountants Joseph J. Eron Certificate of Merit
 The Syracuse Student Chapter of the Institute of Management Accountants Award
 The Wall Street Journal Student Achievement Award in Economics
 The Judith L. Zunic Award for Outstanding Adult Learner
 The M. Janice Nelson Award in Nursing
 The Robert and Doris Bacorn Award for Service and Leadership in Nursing

The awards and medals listed here are presented annually at special awards convocations:

The John W. Bush Memorial Award for the Best Paper in Historiography
 The Joseph Cashier Medal in Sophomore Industrial Relations
 The Bishop David F. Cunningham Medal in Junior Liberal Arts
 The Dermody Burke and Brown Scholarship at Le Moyne College
 The Myrtle G. Derschug Medal in Freshman Social Science
 The T. Frank Dolan Jr. Medal in Freshman Liberal Arts
 The Family of T. Frank Dolan Jr. Medal in Sophomore Pure Science
 The Msgr. David J. Dooling Medal in Junior Social Science
 The Richard W. Egan Memorial Medal in Junior Business Administration
 The Anne J. Endries Medal in Sophomore Accounting
 The Anthony A. Henninger Medal in Junior Industrial Relations
 The Susan E. Henninger Medal in Freshman Pure Science
 The Highest Average in the Undeclared Category for Freshman Year
 The Highest Average in the Undeclared Category for Sophomore Year
 The James E. Kenney Alumni Award in Junior Economics
 The William R. Lukacs Medal in Mathematics
 The Marnie A. McCluskey Medal in Sophomore Social Science
 The Msgr. Charles F. McEvoy Medal in Sophomore Liberal Arts
 The Edward M. O'Donnell Medal in Freshman Business Administration
 The Edward A. O'Hara Medal in Freshman Industrial Relations
 The Pasquale J. Paglia Prize for Excellence in Romance Languages
 The James M. Phillips Medal in Freshman Accounting
 The Medal for Scholarly Regional and Urban Applied Research
 The Vincent J. Smith Medal in Sophomore Business Administration
 The William F. J. Ryan Medal in Junior Pure Science
 The Cecilia F. Mulvey Award

Departmental Honors

Some departments offer an honors degree to superior students who complete specified requirements in the major field. Departments offering such a program are: biological sciences, business, biochemistry, chemistry, criminology, economics, English, foreign languages and literatures, history, peace and global studies, philosophy, political science, psychology, religious studies and sociology. Department chairs invite qualified applicants to pursue this degree at an appropriate time in their academic program. Departmental honors thus provides a challenge for the student who excels in the major or for the transfer student who enters Le Moyne too late to participate in the Integral Honors Program.

College-wide standards apply, but each department supplements these with its own regulations. The interested student should seek information from his or her department chair.

College of Arts and Sciences



College of Arts and Sciences

The College of Arts and Sciences offers a Bachelor of Science degree with majors in: biochemistry, chemistry, general science, nursing, physics and psychology and a Bachelor of Arts degree with majors in: biology, communication, criminology and crime & justice studies, economics, English, French, history, mathematics, peace and global studies, philosophy, physics, psychology, religious studies, sociology, Spanish and theatre arts.

All undergraduate students in the college share a common liberal arts core. Students have several opportunities to pursue two concurrent majors within the college.



Anthropology, Criminology and Sociology

The Department of Anthropology, Criminology & Sociology offers a major in sociology with five concentrations (human services, criminology and criminal justice, theory and research, dual childhood and special education, and anthropology), an interdisciplinary major, criminology, as well as minors in anthropology, sociology, and criminology.

Sociology Major

The curriculum for the sociology major integrates the basic principles of a liberal arts education with skills specific to the critical analysis of social structure and processes. The major provides training in both sociological theory and social science research methods, as well as a thorough understanding of substantive areas such as crime and deviance, marriage and families, law, formal organizations and institutions such as the mass media and industry. Practical application of classroom knowledge is afforded through the department's internship program.

Students majoring in sociology must choose a concentration in the first semester of enrollment at Le Moyne subsequent to the first year. One selects a concentration or switches to a different concentration with the advice and consent of the departmental advisor. A form which indicates such changes is available from the chair of the department and must be filed with the registrar. Upper-level SOC electives are selected with the advice and consent of one's departmental advisor on the basis of their relevance to one's academic interests and career objectives. Upper-level SOC electives are offered subject to demand. Consult the department chair about course offerings.

An internship in sociology is developed by a student in consultation with department faculty according to the supervisor's internship guidelines. Normally, no more than three credit hours of internship may be counted toward a major in sociology.

Each of the program's five concentrations provides rigorous sociological training with emphasis on the skills needed to prepare for careers after graduation. The human services concentration prepares the student for work in direct-assistance organizations or for graduate study in applied sociology, clinical sociology or social work. The concentration in research and theory is for the student who is interested in an academic career such as teaching and doing research in sociology. Students with a concentration in research and theory also may go on to do graduate study in either Ph.D. or applied master's programs in sociology or professional education in fields such as business, public health and urban planning. The concentration in criminology and criminal justice and the interdisciplinary major in criminology and crime & justice studies prepare the student for study in any area of the criminal justice system or for graduate work in law or criminology. The education concentrations combine intensive work in the Department of Anthropology, Criminology & Sociology and the Department of Education to prepare students for teaching careers. The concentration in anthropology prepares the student for cross-cultural interactions and understanding, a tool that is useful in any career.

Human Services Concentration

<i>Core Requirements</i>	<i>Hours</i>
COR 100 First Year Seminar	3
WRT 101 Critical Writing	3
PHL 110 Introduction to Philosophy	3
HST 110 - HST 111 World Civilization	6
ENG 210 Major Authors	3
PHL 210 Moral Philosophy	3
Theology	3

EAC Encountering Another Culture/Language	6
ENG 310 Literature and Culture	3
Mathematics	3
Social Science	3
Natural Science	3
IDS Interdisciplinary Studies*	3
Religion	3
COR 400 Transformations	3
Visual & Performing Arts*	1
Diversity*	0

NOTE: Some Core requirements may be fulfilled by major requirements.

* See core section for more information. Because there have been substantial changes to the core curriculum, the above requirements may not apply to all students; for students who entered Le Moyne College prior to Fall 2013, be sure to consult with your advisor for appropriate course selection(s).

Major Requirements	Hours
SOC 101 Introductory Sociology	3
SOC 201 Research Methods	3
SOC 240 Social Welfare	3
SOC 303 Social Theory in Anthro/Sociol	3
SOC 341 Hum Svc Caseload Mgt-Theory & Svc Learn	3
SOC 402 Program Eval Research Methodol & Policy	3
SOC 450 Senior Seminar	3
SOC 490 Internship in Sociology	1-6
Sociology or Anthropology Electives	6
Three of the following concentration electives	9
ANT 101 Introduction to Anthropology	
ANT 102 World Cultures	
ANT 200 Cultural Myths and Cultural Realities	
SOC 231 Marriage and Families	
SOC 232 Family Violence	
SOC 241 Social Inequality	
SOC 265 Population/Demography	
SOC 310 Aging and Society	
SOC 311 Sociology of Work	
SOC 335 Economics of Poverty	
SOC 344 Gender and Society	
SOC 401 Soc Perspect in Social Psych	

Major Support	Hours
PSY 101 Introductory Psychology	3
Language other than English (3&4)	6
MTH 111 Introduction to Statistics I (with Computer Lab)	4
Two of the following concentration electives	6
ECO 113 Principles of Microeconomics	
ECO 114 Principles of Macroeconomics	
PSC 331 Introduction to Public Administration	
PSC 332 Public Policy	
Free Electives	24

Concentration in **Research and Theory**

See core requirements above.

Major Requirements	Hours
SOC 101 Introductory Sociology	3
SOC 201 Research Methods	3
SOC 303 Social Theory in Anthro/Sociol	3
SOC 402 Program Eval Research Methodol & Policy	3
SOC 450 Senior Seminar	3
Sociology or Anthropology Electives	12
Three Cognate Social Science Electives (2)	9
One of the following concentration electives	3-6
SOC 495 Empirical Research	
SOC 499 Research in Sociology	
Two of the following concentration electives	6
SOC 241 Social Inequality	
SOC 265 Population/Demography	
SOC 390 Independent Study in Sociology	
SOC 401 Soc Perspect in Social Psych	

Major Support	Hours
MTH 111 Introduction to Statistics I (with Computer Lab)	4
Language other than English (3 & 4)	6
Free Electives	27

Concentration in **Criminology**

See core requirements above.

Major Requirements	Hours
SOC 101 Introductory Sociology	3
SOC 201 Research Methods	3
SOC 220 The Criminal Justice System	3
SOC 303 Social Theory in Anthro/Sociol	3
SOC 305 Criminolglcal Theory	3
SOC 321 Law, Society and Social Science	3
SOC 323 Juvenile Delinquency	3
SOC 326 Deviance	3
SOC 402 Program Eval Research Methodol & Policy	3
SOC 450 Senior Seminar	3
SOC 490 Internship in Sociology (or alternative as approved by department chair)	1-6
Three of the following concentration electives	9
ANT 101 Introduction to Anthropology	
ANT 102 World Cultures	
ANT 200 Cultural Myths and Cultural Realities	
SOC 241 Social Inequality	
SOC 311 Sociology of Work	
SOC 344 Gender and Society	

Major Support	Hours
MTH 111 Introduction to Statistics I (with Computer Lab)	4
Foreign Language	6
Two of the following concentration electives	6
PSC 243 Law and Politics	
PSC 331 Introduction to Public Administration	
PSC 451 American Constitutional Law I	
PSC 452 American Constitutional Law II	
SOC 231 Marriage and Families	
SOC 232 Family Violence	
SOC 240 Social Welfare	
SOC 311 Sociology of Work	
SOC 341 Hum Svc Caseload Mgt-Theory & Svc Learn	
Sociology or Anthropology Electives	3
Free Electives	21

Concentration in **Sociology for Dual Childhood and Special Education**

See core requirements above.

Major Requirements	Hours
SOC 101 Introductory Sociology	3
SOC 201 Research Methods	3
SOC 303 Social Theory in Anthro/Sociol	3
SOC 450 Senior Seminar	3
One of the following concentration electives	3
SOC 345 Conflict Resolution	
SOC 490 Internship in Sociology	
SOC 495 Empirical Research	
Three of the following	9
SOC 240 Social Welfare	
SOC 231 Marriage and Families	
SOC 232 Family Violence	
SOC 241 Social Inequality	
SOC 311 Sociology of Work	
SOC 323 Juvenile Delinquency	
SOC 341 Hum Svc Caseload Mgt-Theory & Svc Learn	
SOC 401 Soc Perspect in Social Psych	
SOC 402 Program Eval Research Methodol & Policy	
Two of the following concentration electives	6
ANT 101 Introduction to Anthropology	
ANT 102 World Cultures	
ANT 200 Cultural Myths and Cultural Realities	
ANT 213 People&Cultures Southeast Asia	
ANT 300 Anthropological Linguistics	
ANT 315 Biblical Archaeology	
SOC 241 Social Inequality	
SOC 344 Gender and Society	

Major Support	Hours
MTH 111 Introduction to Statistics I (with Computer Lab)	4
Language other than English	6
One of the following	3
ECO 113 Principles of Microeconomics	
ECO 114 Principles of Macroeconomics	
HST 211 American History Survey I	
HST 212 American History Survey II	
HST 321 Amer Revol/Republic 1763-1800	
HST 322 Antebellum America, 1800-1848	
HST 323 Civil War and Reconstruction	
HST 361 Russian History	
HST 401 Seminar: African-America to 1877	
HST 406 Seminar: Modern East Asia	
PSY 101 Introductory Psychology	
PSC 101 American National Politics	
PSC 353 Government and the Mass Media	
PSC 451 American Constitutional Law I	
PSC 452 American Constitutional Law II	

Education Requirements	Hours
EDU 105 Teaching in a Diverse Society	3
EDU 120 Child Abuse Workshop/SAVE Violence Prev	0
EDU 205 Childhood Learning and Special Needs	3
EDU 225 Assess & Dec Making for Equity/Inclusion	3
EDU 305 Prin & Methods of Multicultural Literacy	3
EDU 315 Plan,Assessing,Managing Inclusive Clsrm	3
EDU 365 Adapting Literacy Lrn Stu W/Spec Needs	3
EDU 375 Strategies & Technol for Inclusive Clsrm	3
EDU 405 Preservice Clinical Teaching Seminar	3
EDU 430 Supervised Preservice Teach/Grades 1-6	6
EDU 431 Supervised Preserv Teaching (SPE 1-6) Supervised Preservice Teach (SPE 1-6)	6

Concentration in **Anthropology**

See core requirements above.

Major Requirements	Hours
ANT 101 Introduction to Anthropology	3
ANT 200 Cultural Myths and Cultural Realities	3
ANT 213 People&Cultures Southeast Asia	3
One of the following	3
ANT 300 Anthropological Linguistics	
ANT 315 Biblical Archaeology	
SOC 101 Introductory Sociology	3
SOC 201 Research Methods	3
SOC 303 Social Theory in Anthro/Sociol	3

SOC 450 Senior Seminar (or ANT 450)	3
Sociology or Anthropology electives	6

Major Support **Hours**

MTH 111 Introduction to Statistics I (with Computer Lab)	4
Language other than English (3)	6
Three additional courses from: Cognate Social Sciences (2) or Foreign Language (5) (Relevant philosophy courses will be considered in consultation with the Anthropology Program Director)	9

Notes

- (1) With permission of the chair, other ECO or PSC courses may be substituted.
- (2) Cognate social sciences are economics, political science and psychology. History is included for the anthropology concentration only.
- (3) Must be taken in same language.
- (4) Students in this concentration are strongly encouraged to pursue foreign language training in Spanish.
- (5) If a second language is started, six or more credits are required. The requirement for a continued language is three or more credits.

Typical Program for Human Services Concentration

First Semester	Hours	Second Semester	Hours
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Freshman Year

SOC 101 or ANT 101	3	PHL 110	3
WRT 101	3	Conc. Elective	3
EAC	3	EAC	3
HST 110	3	HST 111	3
COR 100	3	MTH 260	3
		ANT 101 or SOC 101	3

Sophomore Year

MTH 111	4	Natural Science	3
ENG 210	3	SOC 201	3
Theology	3	PHL 210	3
Conc. or Free Elective	3	PSY 101	3
SOC 240	3	Free Elective	3
		PSC Service Learning	1
		PSC Service Learning	1

Junior Year

SOC 303	3	Conc. Elective	3
ENG 310	3	IDS	3
Conc. Elective	3	Conc. or Free Elective	3
Free Elective	3	Free Elective	3
Free Elective	3	Free Elective	3
CSC 175	4	CSC 176	3

Senior Year

SOC 490**	3	SOC 402	3
Religion	3	COR 400A	3
SOC 341	3	SOC 450/Free Elective	3

SOC 450/Free Elective	3	Free Elective	3
Free Elective	3	Free Elective	3
HST 400-420	3		

*** Or alternative as approved by department chair*

Typical Program for Concentration in Research and Theory

First Semester	Hours	Second Semester	Hours
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Freshman Year

SOC 101 or ANT 101	3	PHL 110	3
WRT 101	3	Conc. Elective	3
EAC	3	EAC	3
HST 110	3	HST 111	3
COR 100	3	ANT 101 or SOC 101	3

Sophomore Year

MTH 111	4	SOC 201	3
ENG 210	3	PHL 210	3
Theology	3	Natural Science	3
Conc. or Free Elective	3	Conc. or Free Elective	3
Free Elective	3	Free Elective	3

Junior Year

SOC 303	3	Conc. or Free Elective	3
ENG 310	3	IDS	3
Conc. or Free Elective	3	Free Elective	3
Free Elective	3	Free Elective	3
Free Elective	3	Free Elective	3

Senior Year

Religion	3	COR 400A	3
SOC 450 or SOC 495-499	3	SOC 495/499	3
Conc. or Free Elective	3	Conc. or Free Elective	3
Free Elective	3	Free Elective	3
Free Elective	3	Free Elective	3

**SOC group = two of SOC 241, SOC 265, SOC 390, SOC 401*

***Cognate Social Science group = any ANT, CJS, ECO, EDU, PSC, PSY*

Typical Program for Concentration in Criminology

First Semester	Hours	Second Semester	Hours
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Freshman Year

WRT 101	3	PHL 110	3
COR 100	3	ANT 101 or SOC 101	3
EAC	3	EAC	3
HST 110	3	HST 111	3
ANT 101 or SOC 101	3	Conc. or Free Elective	3

Sophomore Year

ENG 210	3	SOC 201	3
Theology	3	PHL 210	3
SOC 305	3	Natural Science	3-4
MTH 111	4	SOC 220	3
Conc. or Free Elective	3	Conc. or Free Elective	3

Junior Year

SOC 303	3	SOC 323	3
ENG 310	3	SOC 326	3
SOC 321	3	Free Elective	3
Conc. or Free Elective	3	IDS	3
Free Elective	3	Conc. or Free Elective	3

Senior Year

SOC 490***	1-6	SOC/ANT group*	3
SOC 450/Conc. Elective	3	COR 400A	3
Religion	3	SOC 450/Conc. Elective	3
Conc. or Free Elective	3	SOC 402	3
Free Elective	3	Conc. or Free Elective	3
		Free Elective	3

*SOC/ANT group. Three of the following: ANT 101, ANT 200, SOC 241, SOC 344, SOC 406.

**Cognate Social Science group. Two of the following: HST 316, PHL 351, PSC 243, PSC 331, PSC 451, PSC 452, SOC 231, SOC 232, SOC 233, SOC 240, SOC 341, SOC 403.

***Or alternative approved by department chair

EDU 430	6	Conc. Elective	3
EDU 431	6	Conc. Elective	3
		Religion	3

Typical Program for Concentration in Anthropology

First Semester	Hours	Second Semester	Hours
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Freshman Year

WRT 101	3	ANT 101 or SOC 101	3
COR 100	3	PHL 110	3
EAC	3	EAC	3
SOC 101 or ANT 101	3	HST 111	3
HST 110	3	Conc. or Free Elective	3

Sophomore Year

ENG 210	3	PHL 210	3
MTH 111	4	SOC 201	3
Theology	3	Natural Science	3
ANT 200	3	ANT 300 or ANT 213	3
SOC 201	3	Conc. or Free Elective	3

Junior Year

SOC 303/ANT 303	3	Conc. or Free Elective	3
ENG 310	3	IDS	3
Conc. or Free Elective	3	ANT 300 or ANT 213	3
Free Elective	3	Conc. or Free Elective	3
Free Elective	3	Free Elective	3

Senior Year

Religion	3	COR 400A	3
SOC 450 or Conc. Elec	3	SOC 450 or Conc. Elec	3
Conc. or Free Elective	3	Conc. or Free Elective	3
Free Elective	3	Free Elective	3
Free Elective	3	Free Elective	3

Typical Program for Concentration in Sociology for Dual Childhood and Special Education

First Semester	Hours	Second Semester	Hours
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Freshman Year

WRT 101	3	SOC 101	3
COR 100	3	EAC	3
EAC	3	HST 111	3
EDU 105	3	PHL 110	3
HST 110	3	EDU 150	3

Sophomore Year

EDU 205	3	SOC 101	3
MTH 111	4	PHL 210	3
ENG 210	3	Natural Science	3
Theology	3	EDU 225	3
ANT 101/Conc. Elective	3	Conc. Elective	3

Junior Year

ENG 310	3	IDS	3
ENG 305	3	EDU 365	3
EDU 315	3	EDU 375	3
SOC 303	3	EDU 376	3
Conc. Elective	3	Conc. Elective	3

Senior Year

EDU 120/121/122	0	SOC 450	3
EDU 405	3	COR 400A	3

Sociology Minor

A minor in sociology involves 15 credit hours of sociology courses. Selection of particular courses is based upon each student's needs and interests and is made with the approval of the department chair. These courses normally begin with Introductory Sociology (SOC 101). At least nine of the 15 credit hours must be at the upper level.

Students who seek a minor in sociology should contact the department chair as early in their career at Le Moyne as possible and prior to their enrolling in any upper-level sociology course.

Criminology Major

Criminology is the scientific study of crime and its causes. The major in criminology is designed for the student interested in understanding crime and who appreciates approaches to crime and justice that are consistent with a liberal arts environment in the Jesuit tradition. The

program is interdisciplinary, drawing on the social and natural sciences, humanities and relevant professional disciplines.

Students Interested in Forensics

Currently there is interest in forensics by college students. Although students often believe they should major in criminology to begin on the path toward a career in forensics, this is a mistaken assumption. Students interested in forensics should major in chemistry, biology or bio-chemistry, depending upon which aspect of forensics interests them. For a career in forensics, an undergraduate degree in the sciences is the necessary step toward viable career options.

Criminology Major

The following courses are required regardless of concentration.

Core Requirements	Hours
COR 100 First Year Seminar	3
WRT 101 Critical Writing	3
PHL 110 Introduction to Philosophy	3
HST 110 - HST 111 World Civilization	6
ENG 210 Major Authors	3
PHL 210 Moral Philosophy	3
Theology	3
EAC Encountering Another Culture/Language	6
ENG 310 Literature and Culture	3
Mathematics	3
Social Science	3
Natural Science	3
IDS Interdisciplinary Studies*	3
Religion	3
COR 400 Transformations	3
Visual & Performing Arts*	1
Diversity*	0

NOTE: Some Core requirements may be fulfilled by major requirements.

* See core section for more information. Because there have been substantial changes to the core curriculum, the above requirements may not apply to all students; for students who entered Le Moyne College prior to Fall 2013, be sure to consult with your advisor for appropriate course selection(s).

Major Requirements	Hours
CJS 101 Introduction to Criminology	3
CJS 201 Research Methods	3
CJS 220 The Criminal Justice System	3
CJS 305 Criminological Theory	3
CJS 450 Advanced Seminar in Criminology	3

Major Support	Hours
MTH 111 Introduction to Statistics I (with Computer Lab)	4
Language (through 104, at least one class to be taken in the same language at Le Moyne)	

Electives	Hours
Total of 10 classes with 9 from lists 1 and 2, chosen with at least 3 from each.	30

LIST 1 - Human Services/Law Enforcement

- CJS 232 Family Violence
- SOC 240 Social Welfare
- SOC 241 Social Inequality
- CJS 244 Race and Ethnic Relations
- CJS 323 Juvenile Delinquency
- CJS 326 Deviance
- CJS 335 Psychology and the Law
- SOC 344 Gender and Society
- CJS 345 Conflict Resolution
- CJS 351 Victimology

LIST 2 - Analytical/Cultural/Policy

- ANT 223 Global Crime
- CJS 225 Gangs and Criminal Community
- CJS 301 Crime & Punishment Comparative Perspectives
- ANT 303 Social Theory in Anthro/Sociol
- CJS 321 Law, Society & Social Science
- CJS 322 Economics of Crime and Punishment
- CJS 343 Immigration
- CJS 381 Understanding Modern Terrorism
- SOC 402 Program Eval Research Methodol & Policy
- SOC 444 Gender and Global Violence

Other CJS electives that can be counted toward the 10 total:

- CJS 390 Independent Study in Criminology
- CJS 490 Internship in Criminology
- CJS 495 Empirical Research
- CJS 496 Honors Project in Criminology
- CJS 499 Research in Criminology

LIST 3 - Each student must choose any two classes from this list:

- ANT 213 People & Cultures Southeast Asia
- ANT 300 Anthropological Linguistics
- HST 316 History of American Law
- HST 350 State and Faith in the Middle East
- HST 379 Modern Middle East Hist, 1792- Present
- HST 388 Coca, Culture & Politics in Latin Amer
- HST 406 Seminar: Modern East Asia
- HST 417 Seminar: African History
- PSC 207 Power and Justice
- PSC 301 The U.S. Supreme Court
- PSC 332 Public Policy
- PSC 362 International Law
- PSC 451 American Constitutional Law I
- PSC 452 American Constitutional Law II
- PSY 220 Human Life Span Development
- PSY 280 Abnormal/Normal Psychology

*Students must complete two semesters of intermediate-level courses or demonstrate equivalent proficiency. Four three-credit course slots are reserved for students to meet this requirement but those able to begin language study above the 101 level will be able to complete the requirement with fewer courses. All students will be required to take at least one course regardless of the level at which they begin.

Students interested in federal law enforcement or counter-terrorism should strongly consider taking Arabic to meet their language requirement. Students unsure of their career interest may want to consider delaying language courses until their sophomore year.

Upon completing their foreign language course work in Spanish or French, students are encouraged to consult with their advisors on the benefits of taking the nationally recognized Oral Proficiency Interview (OPI), which is administered by the foreign languages department.

Students who choose to take American Sign Language (ASL 330, ASL 331 and ASL 332) to meet this requirement will also be required to take Anthropological Linguistics (ANT 300/FLL 301/PGS 300) as their fourth course.

student's interests in the area and a schedule which will allow successful completion of the course requirements. Post facto completion of the minor may not be approved.

The minor program in criminology and criminal justice requires the five courses, 15 credit hours, listed below. The courses should be taken in the following sequence.

Criminology Minor

Minor Requirements	Hours
CJS 101 Introduction to Criminology	3
CJS 121 Deviance	3
CJS 305 Criminological Theory	3
CJS 321 Law, Society & Social Science	3
CJS 323 Juvenile Delinquency	3

Typical Program for Criminology Major

First Semester	Hours	Second Semester	Hours
Freshman Year			
WRT 101	3	PHL 110	3
EAC (language)	3	EAC (language)	3
HST 110	3	HST 111	3
COR 100	3	MTH 111	3
CJS 101	3	Science	3
Sophomore Year			
ENG 210	4	PHL 210	3
Language	3	Language	3
Theology	3	CJS 220	3
CJS 201	3	Major Elective	3
Major Elective	3	Major Elective	3
Junior Year			
ENG 310	3	IDS	3
CJS 305	3	Major Elective	3
Major Elective	3	Major Elective	3
Major Elective	3	Major Elective	3
Free Elective/DIV	3	Free Elective/DIV	3
VPA	3		
Senior Year			
REL/COR 400A	3	COR 400A/REL	3
Major Elective	3	Major Elective	3
Major Elective	3	Major Elective	3
Free Elective	3	Free Elective	3
Free Elective	3	CJS 450	3

Anthropology

Anthropology takes a holistic approach to the study of humankind by examining its cultural, social, linguistic, biological-evolutionary, environmental and historical dimensions. It is an interdisciplinary field that draws on the methods and theories of both the social sciences and the humanities. Its core concept is 'culture' and its hallmark methodology is long-term participant observational fieldwork. Study in anthropology not only develops within students an understanding and appreciation of societies and cultures different than their own, but also provides a critical understanding of how Western societies have viewed and interacted with other societies.

Because of its focus on cross-cultural and international issues and analysis, study in anthropology is particularly useful for students considering careers in fields such as college teaching and research, international business and law, foreign service and diplomacy, private and governmental development and foreign aid programs, missions and human rights. Anthropology also provides valuable training for students considering careers in human service fields such as social work, counseling, health care delivery and education.

The Anthropology Program offers a minor in anthropology and a major concentration within the sociology major.

Criminology Minor

Students who wish to minor in criminology and criminal justice should contact the chair of the department as early as possible, but no later than the beginning of the junior year, to discuss student interests and the best timing of courses to fit those interests. A prospectus will be submitted at that time which includes a statement outlining the

Anthropology Minor

The minor in anthropology provides students with knowledge of the field of anthropology that significantly goes beyond that gained in the introductory course. Students gain substantial exposure to at least two of the four sub-fields of anthropology (sociocultural, biological, archaeological and linguistic) and to a particular ethnographic area, as well as to other topical areas.

This minor readily complements majors in other social sciences, the humanities, business and management and the natural sciences (especially biology), and broadens students' knowledge of cultures other than their own.

Students who wish to minor in anthropology should contact the program director as early as possible in their career at Le Moyne.

The minor requires 15 credit hours to include:

Minor Requirements	Hours
ANT 101 Introduction to Anthropology	3
One course in an anthropological sub-field other than socio-cultural:	3
ANT 300 Anthropological Linguistics	
ANT 315 Biblical Archaeology	
One course in an ethnographic area:	3
ANT 212 Native American History and Cultures	
ANT 213 People&Cultures Southeast Asia	
Two other topical anthropology courses, ANT 303 highly recommended	6

NOTE: A student majoring in sociology who chooses to minor in anthropology must complete the anthropology minor requirements separately from the sociology major requirements with the exception of ANT 303 (SOC 303) Social Theory in Anthropology and Sociology, which may be counted toward the major in sociology and the minor in anthropology.

Courses

ANT 101 (PGS 101). Introduction to Anthropology (3).

This course introduces students to the basic concepts, theories and methodologies in anthropology by focusing on the classic four fields of the discipline: physical anthropology, archaeology, linguistics and cultural anthropology. This course focuses on the evolution of the human species and theories of early culture, the reconstruction of the past through archaeological analysis, the structure and usage of language as part of culture, and the description and analysis of societies and cultures utilizing comparative theories and methodologies in cultural anthropology. No prerequisite. Fulfills Core requirement(s): DIV.

ANT 102 (PGS 102). World Cultures (3).

What is it like to grow up in New Guinea? How do the Maya fit into the world system? Where do the Massai go when looking for a mate? This is a survey course to make you aware of various social structures and cultural practices around the world. By systematically analyzing many socio-cultural factors, such as subsistence, family, kinship, gender, political system, and religion the cause will illuminate basic similarities and differences among all peoples and cultures. Fulfills Core requirement(s): DIV.

ANT 200 (PGS 200/GWS 200). Cultural Myths and Cultural Realities (3).

This course focuses on how we study other, especially non-western, cultures. In it, we look at recent critical debates on the nature of anthropological inquiry and the representations of other cultures that anthropologists have constructed. Is anthropology a science or humanity? How accurate are the anthropologists' representations of other cultures? Why do anthropologists studying the same culture come up with very different pictures of that culture? How much of the anthropologist's own personal and cultural biases are revealed in the way other cultures are described? How does the anthropologist's own theoretical perspective affect the way the data are interpreted? Is the nature of anthropological inquiry such that we can never escape biases? What kinds of methodologies do anthropologists use and what are their limitations? How can restudies enable us to refine our methods and generate more sophisticated comparative categories to use in the understanding of cultures? Fulfills Core Requirement(s): DIV.

ANT 213 (PGS 213/GWS 213). People & Cultures Southeast Asia (3).

An anthropological and topical introduction to the region of Southeast Asia and the various societies and cultures found there. Topics to be discussed are: regional definition and intra-regional variation, ecology and economic systems, history and prehistory, social organization including politico-territorial systems and concepts of hierarchy and power, kinship and alliance systems, patron-client systems, ethnic groups and ethnicity, religions, gender systems, personality and communicative systems such as language and other conceptual and symbolic systems. The focus of the course will be on analyses that contrast with western views and that have provided a source of debate on western theories of society and culture. Fulfills Core requirement(s): DIV.

ANT 222. Cultures and Cures (3).

This course examines various understandings of and responses to disease in crosscultural perspectives. By looking at the various ways cultures define disease and prescribe cures both within Western society and in other societies, the course works towards an appreciation of the interplay of disease and cultural responses to this universal phenomena. The concept of disease as used in this class encompasses not only biological phenomena but also social, psychological and spiritual realms. The course will begin with epidemics and their repercussions: social, economic and religious. A study of the Black Death in Europe and the devastation of European diseases in North America will show contrasting responses to similar phenomena. The course will also examine the role of nutrition and ecology in the health of various groups. Curing will be a major focus of the course, with a stress on African, native North American and European modes of diagnosis and curing receiving the closest study. The course will also examine contemporary healing rituals and combinations of Western and other curing practices. Each student will choose a particular culture area and group within that region to focus on for the semester. The role of health and disease in these cultures will be the focus of short presentations and a major paper by each participant.

ANT 223 (PGS 223/CJS 223). Global Crime (3).

This course explores illegal activity and criminalization in the context of the destabilizing effects of globalization. The course considers the transnational dimension of crime in both the developed and post-colonial parts of the world, and its connections to our own everyday lives. The course will cover the growth and character of the extra-legal networks of power and finance that shape our contemporary world, and will examine their relations with state power, corporate business, and law enforcement activities. Finally, it introduces some of the challenges of both supra-state and popular responses to illegitimate activities that are shaped by global political economy. Prerequisite: CJS 101 or ANT 101.

ANT 231 (ANT 391). Environment, Culture and Power (3).

This course looks at issues in human interaction with environment and resources from a cross-cultural perspective. Anthropological approaches to environment will be presented along with ethnographic examples from various types of societies around the world. Assignments will encourage students to apply this knowledge both to their own community and to environmental concerns on a global scale.

ANT 300 (PGS 300/FLL 301). Anthropological Linguistics (3).

An introduction to the science of linguistics, focusing on the social and cultural aspects of language. Topics to be considered are: 1) language and human nature; 2) linguistic and non-linguistic forms of communication; literate and oral cultures; 4) the basic components of language; 5) meaning in language and speech; 6) language differentiation along sociological lines (race, class, gender, etc.); and 7) the relationship between language and cultural knowledge systems, especially those of non-western cultures.

ANT 301 (CJS 301/GWS 301). Crime & Punishment Comparative Perspectiv (3).

This course uses social science, historical, activist, and cross-cultural perspectives to consider the process of criminalization - how certain acts come to be defined as crimes, and certain categories of people come to be considered criminals - as well as social responses to crime. This course will treat the relative concept of "crime" as a social force with special consideration on how it relates to power; legitimacy; citizenship; rights; and the social inequalities of race, class and gender. Critical exploration of these connections is applied to current challenges and ways of addressing them. Prerequisite: CJS 101, ANT 101 or 102, or permission of instructor.

ANT 303 (SOC 303). Social Theory in Anthro/Sociol (3).

This course explores sociological and anthropological theory by studying a number of the classical thinkers in the disciplines. We study the origins of and interrelationships among these theories in

their particular social and historical milieus, as well as their relevance to sociology and anthropology today. The student is expected to gain both a competence in the historical development of social scientific theory and an ability to theorize about social phenomena. Prerequisites: SOC 201 (CJS 201/PSC 202) or ANT/GWS/PGS 200 or permission of instructor. Fulfills Core requirement(s): DIV.

ANT 310. Religion and Healing (3).

This course in an exploration of the plurality of cultural and religious contexts in which healing occurs with the goal of enabling students to appreciate the overlap between the fields of medicine and religion. We research the understandings that religions and healing systems, both traditional and modern, have of the human condition, of health and illness and of acceptable ways of maintaining and restoring health. We look at how religious readings, guest lectures, and field trips, students become exposed to alternative and complementary forms of medicine, and healing practices and the religious and spiritual worldviews that give shape to them.

ANT 312 (REL 323). Native American Religions (3).

A study of selected Native American traditions from historical and comparative perspectives. Particular attention will be given to the Iroquois and will include discussion of Iroquois-Christian interaction. Prerequisite: REL 200.

ANT 315 (REL 315). Biblical Archaeology (3).

Archaeology opens one window on the past. With its data we can create a theoretical reconstruction of life in antiquity: city size and design; types of economy; agricultural methods; industrial and military technologies; cult centers and artifacts. This particular course focuses on the archaeology of Syro-Palestine, especially on Jordan and Israel. It features a practical overview of an archaeological excavation set in the Middle East, from field work and record keeping to preservation of artifacts and analysis of data. It provides an overview of historical and cultural developments in the Middle East from the Paleolithic to Late Islamic periods. It also develops the skills to interpret and evaluate critically a variety of archaeological publications and data. Prerequisite for Religious Studies credit: REL 200.

ANT 390. Independent Study in Anthropol (1-3).

A student who wishes to pursue an independent study project in anthropology for academic credit must submit, prior to registration, a proposed plan of study that includes the topic to be studied and goal to be achieved, the methodology to be followed, schedule of supervision, end product, evaluation procedure and number of credits sought. The proposal must be approved by the supervising faculty member, the department chair and the academic dean. It will be kept on file in the academic dean's office.

ANT 391 (ANT 231). Environment, Culture & Power (3).

This course looks at issues in human interaction with environment and resources from a cross-cultural perspective. Anthropological approaches to environment will be considered mainly in the context of significant topical issues, and by integrating theory with ethnographic cases. Assignments will encourage students to apply this knowledge both to their own immediate community and to environmental concerns in other parts of the world.

ANT 391-399. Special Topics in Anthropology (3).

Courses in this series offer an in-depth exploration of specific issues and topics within the various subspecialties of anthropology in which the department's faculty specialize as well as topics of current interest to instructors or students. These courses are intended for students who wish to pursue their studies in a particular field beyond the basic courses offered in the regular curriculum.

ANT 397 (PGS 397). The Anthropology of Obesity (3).

Conversations about the obesity epidemic resonate throughout the world and the solution to growing rates of obesity often seems simple: we need to get people to exercise more and eat healthier diets. However, when viewed through an anthropological lens, obesity becomes a much more complex phenomenon, both culturally and biologically. This course will present various cultural perceptions of fatness from around the world to demonstrate that in some cultures bigger is actually viewed as a healthier outcome. Furthermore, the class will conceptualize nutritional outcomes as the culmination of political, economic, and cultural circumstances rather than merely the outcome of an individual's diet and exercise preferences. Obesity will therefore be viewed as a biocultural phenomenon and students will be encouraged to think about the relationships between biological outcomes (body sizes) and the cultural context in which these outcomes occur. The goal of this course is to ask students to think about obesity from multiple angles to being to appreciate that there is no single view of or solution to rising body weights. The broader goal is to demonstrate that anthropology can bring multi-dimensional views to help alleviate public health concerns around the world.

ANT 398 (PGS 398). Special Topics: the Anthropology of Ireland (3).

The purpose of this class is to learn about the history, culture, and languages of Ireland using an anthropological perspective. This class will encompass all four-fields of anthropology since we will read texts that discuss Irish archaeology, culture, biology, and linguistics. As such, the goal is to get a holistic understanding of life in Ireland across space and time. We will take a four-part approach to the study of Ireland beginning with an exploration of pre-Christian Ireland, followed by a discussion of colonialism and partition, then a discussion of the conflict in Northern Ireland, and concluding with an examination of life in Ireland today.

ANT 410 (CCM 410/CCM 510). Culture & Reproductive Health & Medicine (3).

This course examines diverse ways in which societies throughout the globe view and manage human reproduction and the implications this has for health care and medicine. The emphasis will be primarily, though not exclusively, on women's reproductive health throughout the life cycle, including puberty, sex, pregnancy, family planning, childbirth, infertility, and menopause. The course also explores changes in reproductive health care in the context of globalization and considers how an understanding of the influence of culture on reproductive health is crucial for the development of international public health policy and practice.

ANT 416 (CCM 416/CCM 516). Medical Anthropology in Ecological Perspective (3).

This course explores the interaction of biological and cultural factors in disease causation, diagnosis, and treatment in Western and non-Western societies. The introduction of Western medicine to non-Western cultures is examined. After taking this course, students will be able to: describe the interaction of biological & cultural factors in the etiology, manifestation, and outcome of diseases cross-culturally; explain the psychosomatic basis of health & healing; describe the methods and efficacy of non-Western healers and view illness and healing in historical, evolutionary, and ecological perspectives. Permission of instructor required before registration. Fulfills Core requirement(s): DIV.

ANT 422. Medical Anthropology (3).

The fundamental tenets of health care delivery are analyzed and the concepts of "health," "illness," "patient," "cure," and "efficiency" are explored. Western medical practices are compared to practices in other cultures; implicit premises and deficiencies in western medicine are highlighted. Topics include analysis of status and roles in hospitals; socialization into the culture of medicine; magical curing; economic barriers to better health care; problems introducing western medicine into alien cultures; and the patient's role. Fulfills Core requirement(s): DIV.

ANT 450 (SOC 450). Senior Seminar (3).

The capstone course in sociology requires students to apply their knowledge of theory and methods to a range of social and cultural issues and research questions. Students will present and critique contemporary research in a professional and collaborative manner. Topics may include, among others, the role of race, class, gender, deviance, religion, work, law, public policy and worldview in social and cultural life. Emphasis will be placed on current research and theory in sociology and anthropology, and the process of synthesizing existing research and theory to contribute to ongoing debates in the fields. Public policy implications of the research and theory may also be critically examined.

ANT 490. Internship in Anthropology (1-6).

Participation in a field learning experience closely related to one of the areas of anthropology. The student intern will meet regularly with

his or her supervisor in the agency and/or will report as required to the faculty member assigned to supervise the field experience. Students are expected to apply what they have learned in the academic program to the field experience. An evaluation of the field experience will also be required. The internship and placement must be approved by the instructor. Three hours of field work per week are required to generate one credit hour. The number of credit hours to be awarded must be contracted prior to registration.

ANT 496. Honors Project in Anthropology (3-6).

The nature of the project is determined by the mentor and the student. The due dates for each draft as well as the number of credit hours the student is to receive is contracted prior to registration.

ANT 499. Research in Anthropology (3-6).

An upper-level student who wishes to undertake an anthropological research project for academic credit during a given semester must submit a research proposal prior to registration and a research report at the end of the semester. The proposal must be approved by the research director, the department chair and the assistant academic vice president and dean. The proposal will be kept on file in the assistant academic vice president's office.

CJS 100 (PSC 100). Contemp Issues Amer Politics (3).

A study of several important issues in contemporary American society and of the manner in which they are being handled by our political system. Among the issues covered are: the energy crisis, nuclear energy, toxic wastes, inflation, recession, government spending, crime, military spending, the arms race and the new religious right. This course does not fulfill requirements for a major in political science; it will carry credit toward a minor.

CJS 101. Introduction to Criminology (3).

This course offers an interdisciplinary exploration of crime, its causes and notions of justice. The concepts of crime and justice will be explored drawing on writings from the humanities (English literature, philosophy, religious studies, history) and research from the social sciences (sociology, anthropology, economics, political science and psychology).

CJS 200 (SOC 200). Career Pract & Prof Computing Soc/Crim (3).

This course focuses on: (1) the discipline and profession of sociology/criminology; (2) career exploration and career development skills for undergraduate sociology/criminology majors; (3) professional writing skills; (4) graduate and professional school exploration and advising; (5) applied sociology/criminology and action anthropology; (6) professional socialization; (7) computer literacy in research and presentation of self both in person and on the Internet; and (8) professional ethics.

CJS 201 (SOC 201/PSC 202). Research Methods (3).

This course is an introduction to the research methodologies employed by social scientists. Major analytic issues covered in the course include measurement validity and reliability, the grounds for making causal inferences, sampling and research ethics. Major techniques to be studied include participant observation, survey research, experimentation, intensive interviewing and evaluation research. Required of all sociology/ criminology majors. Prerequisites: ANT 101, ANT 102, SOC 101, CJS 101 or PSC 101 and MTH 111.

CJS 220 (SOC 220). The Criminal Justice System (3).

This course examines the criminal justice system and its effects on individuals within the system. It also considers the criminal justice systems effects on individuals both inside and outside the system with respect to the commission of crime. Prerequisite: SOC 305 recommended.

CJS 222. Introduction to Forensic Science (3).

This course will introduce students to the various areas of forensic science. Students will learn the vocabulary of forensics, the application of the scientific method to forensic issues, the types of natural and social science techniques used in forensic analyses and the impact of various kinds of forensic analyses on the criminal justice system. Students will learn to think critically about forensic claims and to distinguish genuine forensic science from its popular understanding.

CJS 223 (PGS 223/ANT 223). Global Crime (3).

This course explores illegal activity and criminalization in the context of the destabilizing effects of globalization. The course considers the transnational dimension of crime in both the developed and post-colonial parts of the world, and its connections to our own everyday lives. The course will cover the growth and character of the extra-legal networks of power and finance that shape our contemporary world, and will examine their relations with state power, corporate business, and law enforcement activities. Finally, it introduces some of the challenges of both supra-state and popular responses to illegitimate activities that are shaped by global political economy. Prerequisite: CJS 101 or ANT 101.

CJS 224. Urban Security (3).

Special Topics: This course introduces traditional as well as emerging, unconventional strategies designed to provide security in cities. You will learn how to make sense of urban hazards and the systems designed to counter them. Urban security planning is dominated by highly technological, terrorism-focused "intelligence fusion" and surveillance systems that in most cases operate separately from everyday disaster management networks. Instead of fusion, therefore, in many cases we see pockmarks of friction. At the core of this dynamic is the term security itself, a highly contested concept with real-world impacts for policy making and long-term planning. More than a decade after 9/11, as the challenge of protecting cities has been compounded by

a major economic downturn and widespread social unease, a key question is whether or not terrorism poses the greatest primary threat to our communities. Such a possibility is evidenced by problems such as the exposure of human vulnerability in New Orleans and Port-Au-Prince (Haiti), the very continual threat posed by infectious disease, a wave of recent damage from hurricanes and tornadoes, the evolving human and geopolitical crises in the Middle East, and the ongoing, but mostly hidden condition of urban unemployment, crime, and poverty. Upon completion of this class you will be able "to think like an analyst," a highly-valued skill set that will help you whether your goal is graduate/law school or employment through a public, private, or non-profit agency.

CJS 225 (SOC 225/PGS 225). Gangs and Criminal Community (3).

This course introduces students to gang-life as an urban phenomenon that starts in the 19th century and that in the 2000s is diffused across the margins and illicit flows of the global economy. Students will read memoirs of members of gang communities, with attention to notions of agency and iconoclasm, situating gang life in a continuum of political resistance. We will also look at the history of modern transnational gangs as a view into the history of displacement, modern war, and the pre-history to the discourses surrounding "global terrorism", giving students the tools for a critical reading of current debates around state security, "organized crime", and sovereignty. Fulfills Core requirement(s): DIV.

CJS 232 (SOC 232). Family Violence (3).

Using sociological perspectives, this course will examine family violence including the abuse of partners, children and elders. It will focus on understanding the origins and the larger forces leading to and reinforcing family violence, and as well as on the microdynamics of violence within families. It will also examine how family violence varies across differences such as race/ethnicity, sexual orientation and disability.

CJS 244 (SOC 244/GWS 244). Race and Ethnic Relations (3).

Race and ethnicity are a significant aspect of American society, especially as one of the main modes of social stratification. This class will introduce students to the major sociological perspectives on race and ethnicity and will further develop their sociological understanding of and critical thinking about race in the United States. This class will also encourage students to examine race in the U.S., with an emphasis on class, gender and urban life. At the end of this class, students should be familiar with the social importance that race and ethnicity play in everyday life.

CJS 251 (SOC 351/CJS 351/CJS 394). Victimology (3).

This course analyzes and scientifically examines the physical, emotional, and financial impact of crime on its victims. Specific types of victims and crime will be studied, including homicide, sexual assault, domestic violence, child maltreatment, elder abuse, and assault. This in-depth course requires the student to analyze restitution issues, the

treatment of victims by the criminal justice system, victims' rights legislation, and contemporary trends in the treatment of victims. Prerequisites or corequisites: SOC 101, CJS 101, PSY 101 or GWS 101.

CJS 301 (ANT 301/GWS 301). Crime & Punishment Comparative Perspective (3).

This course uses social science, historical, activist, and cross-cultural perspectives to consider the process of criminalization - how certain acts come to be defined as crimes, and certain categories of people come to be considered criminals - as well as social responses to crime. This course will treat the relative concept of "crime" as a social force with special consideration on how it relates to power; legitimacy; citizenship; rights; and the social inequalities of race, class and gender. Critical exploration of these connections is applied to current challenges and ways of addressing them. Prerequisite: CJS 101, ANT 101 or 102, or permission of instructor.

CJS 305 (SOC 305). Criminological Theory (3).

Criminology is the sociological analysis of crime in American society. Different types of crime are examined: street crime, white-collar crime, victimless crime, corporate crime and political crime. By critically examining theories of crime causation, the student gains an understanding of the social forces which contribute to the commission of crime. Prerequisites: ANT 101 or CJS 101 or SOC 101 or permission of the instructor.

CJS 321 (SOC 321/LGS 321). Law, Society & Social Science (3).

The structure and functions of law as an institution are analyzed from the perspectives of classical and contemporary social scientific theories. The legal processes of the assignment of responsibility, the resolution of disputes, the distribution of social rewards and the imposition of sanctions are studied in cross-cultural perspective. Attention is also focused on the use of social scientific knowledge by legal institutions. Prerequisites: ANT 101 or CJS 101 or PSC 101 or SOC 101 and MTH 110 or MTH 111 or STA 201 or the equivalent.

CJS 322 (ECO 322/SOC 322). Economics of Crime and Punishment (3).

This course will present the economic approach to crime and punishment. There will be an emphasis upon both the economic cost borne by the economy in the aggregate and by individual households in the prevention of crime. The economic approach assumes that both criminals and victims are rational in the sense that they base their choices on the expected benefits and costs of alternative behaviors. Specific topics include economic assessments of the criminal justice system, perspectives on the punishment and reform of criminals, and analyses of the market for illegal drugs, gun control and capital punishment.

CJS 323 (SOC 323). Juvenile Delinquency (3).

After examining the causes of delinquency among juveniles and the various ways of treating delinquents, the second part of the course focuses on juvenile court: the history of the juvenile court movement,

current procedures employed by the juvenile court and its relationship with other community agencies that deal with delinquents.

organizational conflict. Prerequisites: SOC 101, CJS 101, ANT 101, ANT 102, or EDU 105.

CJS 325 (SOC 325). Poverty and Justice in the Legal System (3).

The class will explore the concept of social justice, with a special emphasis on the root causes and persistence of poverty, and how the legal system confronts, changes or contains those problems.

CJS 326 (SOC 326). Deviance (3).

This course is a thematic introduction to sociology; it presents basic concepts and principles of sociological and criminal analysis. Different types of deviant behaviors are examined and explained using both individualistic and social structural theories. Students will acquire the tools needed to conduct a critical analysis of any social behaviors, including deviance. Prerequisite: SOC 101 or CJS 101.

CJS 335 (PSY 335/LGS 335). Psychology and the Law (3).

The legal system is a pervasive and important part of our lives. The goal of this course is to help students develop an understanding of the psychological aspects of the functioning of the system and the effects of the legal system on us. This course will address the social psychological aspects that impact and are impacted by the legal system. Students will develop an understanding of many issues, including how psychologists contribute to the law and the legal system, psychological theories of crime, psychological issues related to the selection and performance of police officers, the dynamics of eyewitness testimony, jury selection and performance and confessions.

CJS 343 (PSC 344/SOC 343/PGS 344). Immigration (3).

This course examines the topic of immigration from multiple perspectives: historical comparison between current and previous waves of immigrants, political debates over what we should do locally and nationally, the complex economic and social impacts of immigrants (both legal and unauthorized), the changing legal environment, comparative immigration policies, and the post-9/11 national security implications of immigration. This course aims to have you explore and challenge your own views, try to make sense of completing arguments and evidence, and gain a respect for perspectives not your own. A visit to the National Immigration Museum at Ellis Island is planned.

CJS 345 (SOC 345/WER 345). Conflict Resolution (3).

This course will introduce students to the field of conflict resolution. It will include an overview of the history and theories of the field and some of the major critiques of present theories and practices. The course also will provide students with an understanding of the spectrum of role professionals in conflict resolution undertake. Students will gain selected conflict resolution skills and come to understand conflict experientially by participating in three role plays demonstrating issues associated with inter-personal, inter-group and

CJS 351 (CJS 251/SOC 351/CJS 394). Victimology (3).

This course analyzes and scientifically examines the physical, emotional, and financial impact of crime on its victims. Specific types of victims and crime will be studied, including homicide, sexual assault, domestic violence, child maltreatment, elder abuse, and assault. This in-depth course requires the student to analyze restitution issues, the treatment of victims by the criminal justice system, victims' rights legislation, and contemporary trends in the treatment of victims. Prerequisites: SOC 101, CJS 101, PSY 101 or GWS 101.

CJS 381. Understanding Modern Terrorism (3).

This course is designed to introduce students to the academic understanding of terrorism. Through this course students will come to understand the motivations underlying terrorist behavior on an individual and structural level. In addition, the student will become more aware of the role of the U.S. in world affairs and the reaction from other countries regarding this involvement. The impact of these two areas on terrorist behaviors will be analyzed. Through readings of both historical events and academic research, students will become more aware of the influences on the rise, success, and the end of terrorist campaigns. Prerequisites: CJS 101 and CJS 305 or CJS 323 or junior status.

CJS 390. Independent Study in Criminology (1-3).

A student who wishes to pursue an independent study project in criminology for academic credit must submit, prior to registration, a proposed plan of study that includes the topic to be studied and goal to be achieved, the methodology to be followed, schedule of supervision, end product, evaluation procedure and number of credits sought. The proposal must be approved by the supervising faculty member, the department chair and the Dean of Arts & Sciences. It will be kept on file in the Dean's office.

CJS 394 (CJS 251/SOC 351/CJS 351). Victimology (3).

This course analyzes and scientifically examines the physical, emotional, and financial impact of crime on its victims. Specific types of victims and crime will be studied, including homicide, sexual assault, domestic violence, child maltreatment, elder abuse, and assault. This in-depth course requires the student to analyze restitution issues, the treatment of victims by the criminal justice system, victims' rights legislation, and contemporary trends in the treatment of victims.

CJS 396. Race, Gender and Justice (3).

This course critically examines major theories, research findings, policies, and controversies concerning race, gender, and crime in the context of social justice. In terms of disciplinary affirmation, the focus is on criminology theory, but with a predisposition towards ways in which questions of social justice can be viewed from a sociological perspective. The first objective of the course is to debunk the myth that

there is a cast iron boundary between questions of criminal justices and social justice. Along with this objective is the need to provide students who are interested in pursuing a criminal justice career an awareness of key discourses in criminology in conjunction with a keen sense of empathy required for the maintenance of social order in an increasingly diversified universe. The second objective of the course is to explore how theoretical insights can provide the tools for making sense of the vast amount of data and information on crime and the criminal justice system especially as it relates to debates and contestation on questions of race, ethnicity, and gender. Students will get the opportunity to explore the main sources used for research. This will enable us to achieve our third objective; in what ways can our findings inform social policy in the desire to provide equal justice for all. We shall conclude our exploration by returning to our starting place: Can race, ethnicity, and gender be useful analytic categories?

CJS 397. Poverty & Social Justice in Legal System (3).

The concept of social justice is defined, in large measure, by how the legal system treats the poorest, least educated or most frail citizens, and addresses (or fails to address) their needs. Achieving a measure of social justice through the law can have a profound effect on the poor and upon society at large; some efforts at social justice can have an immediate and personal affect; other social justice efforts may not bear fruit for years or generations. This class will explore the concept of social justice, with a special emphasis on the root causes and persistence of poverty, and how the legal system confronts, changes or contains those problems.

CJS 398. Forensic Pathology (3).

This course is designed to introduce you to forensic science, the application of science and law. According to the American Association of Forensic Sciences, forensics is the improvement, the administration and the achievement of justice through the application of science to the process of law.

CJS 450. Advanced Seminar in Criminology (3).

This course is designed to advance the students understanding of criminological thought. Students will be introduced to the classics of criminology through an examination of the original works. Building upon prior classes in criminological theory, the current class discusses the theoretical importance, empirical status, and policy implications for a range of theories ranging from structural theories to trait theories.

CJS 490. Internship in Criminology (1-6).

Participation in a field learning experience closely related to one of the areas of criminology or sociology. The student intern will meet regularly with his or her supervisor in the agency and/or will report as required to the faculty member assigned to supervise the field experience. Students are expected to apply what they have learned in the academic program to the field experience. An evaluation of the field experience will also be required. The internship and placement

must be approved by the instructor. Three hours of field work per week are required to generate one credit hour. The number of credits to be awarded must be contracted for prior to registration.

CJS 495. Empirical Research (3-6).

A team of senior students designs and carries out an empirical research project. The actual experience of planning and doing research provides students with an opportunity to review and integrate major sectors of what they have learned in their coursework. Responsibility for planning and carrying out the project rests with the students. The instructor serves as a resource person, available to offer advice or teach what is needed to solve technical problems. It is the instructor's responsibility to see that the project can be completed with the available resources and within the time constraints of a semester. The instructor also evaluates the work of students. While a student's work load in this kind of project varies from week to week, he or she is required to budget an average of nine hours per week for independent/ group/class work on the project.

CJS 496. Honors Project in Criminology (3-6).

The nature of the project is determined by the mentor and the student. The due dates for each draft as well as the number of credit hours the student is to receive is contracted for prior to registration.

CJS 499. Research in Criminology (3-6).

An upper-class student who wishes to undertake a criminological research project for academic credit during a given semester must submit a research proposal prior to registration and a research report at the end of the semester. The proposal must be approved by the research director the department chair and the Dean of Arts & Sciences. The proposal will be kept on file in the Dean's office.

SOC 101. Introductory Sociology (3).

An introduction to sociology's contributions toward an understanding of men and women and their social world. The course examines social interaction as the basis of social behavior and the foundation of social groups. Sociological concepts and methodology are used to provide meaning and understanding of such phenomena as gender roles, the development of the self, the family, social class and stratification, deviant behavior, behavior in organizations and bureaucracy, urban life, power and politics and social change. Required of all sociology majors. No prerequisite.

SOC 200 (CJS 200). Career Pract & Prof Computing Soc/Crim (3).

This course focuses on: (1) the discipline and profession of sociology/criminology; (2) career exploration and career development skills for undergraduate sociology/criminology majors; (3) professional writing skills; (4) graduate and professional school exploration and advising; (5) applied sociology/criminology and action anthropology; (6) professional socialization; (7) computer literacy in research and presentation of self both in person and on the Internet; and (8) professional ethics.

SOC 201 (PSC 202/CJS 201). Research Methods (3).

This course is an introduction to the research methodologies employed by social scientists. Major analytic issues covered in the course include measurement validity and reliability, the grounds for making causal inferences, sampling and research ethics. Major techniques to be studied include participant observation, survey research, experimentation, intensive interviewing and evaluation research. Required of all sociology/ criminology majors. Prerequisites: ANT 101, ANT 102, SOC 101, CJS 101 or PSC 101 and MTH 111.

SOC 220 (CJS 220). The Criminal Justice System (3).

This course examines the criminal justice system and its effects on individuals within the system. It also considers the criminal justice systems effects on individuals both inside and outside the system with respect to the commission of crime. Prerequisite: SOC 305 recommended.

SOC 225 (CJS 225/PGS 225). Gangs and Criminal Community (3).

This course introduces students to gang-life as an urban phenomenon that starts in the 19th century and that in the 2000s is diffused across the margins and illicit flows of the global economy. Students will read memoirs of members of gang communities, with attention to notions of agency and iconoclasm, situating gang life in a continuum of political resistance. We will also look at the history of modern transnational gangs as a view into the history of displacement, modern war, and the pre-history to the discourses surrounding "global terrorism", giving students the tools for a critical reading of current debates around state security, "organized crime", and sovereignty.

SOC 231 (GWS 231). Marriage and Families (3).

A social scientific study of contemporary and historical forms of marriage and family life in America. We will compare different types of American families with family structures in other parts of the world and other historical periods. We will study interactions between family systems and work, education, health care and legal systems and focus on their public policy implications.

SOC 232 (CJS 232). Family Violence (3).

Using sociological perspectives, this course will examine family violence including the abuse of partners, children and elders. It will focus on understanding the origins and the larger forces leading to and reinforcing family violence, and as well as on the microdynamics of violence within families. It will also examine how family violence varies across differences such as race/ethnicity, sexual orientation and disability.

SOC 240 (GWS 240). Social Welfare (3).

This course will provide an historical overview of social welfare policy, both public and private, as it has evolved from medieval alms-giving to modern welfare statism. Welfare's costs and benefits, structure and relationship to other parts of society will be examined. Relevant socio-

logical theories will be reviewed, with particular attention to the way they have been applied to problems of social welfare. The social work profession will be examined sociologically.

SOC 241 (GWS 241). Social Inequality (3).

An analysis of contemporary developments in stratification theory from both the conflict and structural-functional perspectives. Differences between and among social groups are examined in detail as they are manifested in socialization, educational opportunities, occupational status, life styles, income and health. Special emphasis is placed on the concept of class and the changing American class structure, female status attainment and poverty. Prerequisite: SOC 101 or CJS 101. Fulfills Core Requirement(s): DIV.

SOC 244 (CJS 244/GWS 244). Race and Ethnic Relations (3).

Race and ethnicity are a significant aspect of American society, especially as one of the main modes of social stratification. This class will introduce students to the major understanding of and critical thinking about race in the United States. This class will also encourage students to examine race in the U.S., with an emphasis on class, gender and urban life. At the end of this class, students should be familiar with the social importance that race and ethnicity play in everyday life.

SOC 265. Population/Demography (3).

A sub-discipline of sociology, demography is the scientific study of populations. This course treats elementary demographic measures and techniques. Within a sociologically and historically grounded framework, it examines the components of population change (natality, mortality and migration) as well as the effects of the size and composition of a population upon institutions and social problems. The course might examine, for instance, the effects of population stability or change upon the family, housing, education, markets for various products and/or the quality of the environment. Policy making to shape population conditions will also be considered.

SOC 303 (ANT 303). Social Theory in Anthro/Social (3).

This course explores sociological and anthropological theory by studying a number of the classical thinkers in the disciplines. We study the origins of and interrelationships among these theories in their particular social and historical milieus, as well as their relevance to sociology and anthropology today. The student is expected to gain both a competence in the historical development of social scientific theory and an ability to theorize about social phenomena. Prerequisites: SOC 201 (CJS 201/PSC 202) or ANT/GWS/PGS 200 or permission of instructor. Fulfills Core Requirement(s): DIV.

SOC 305 (CJS 305). Criminological Theory (3).

Criminology is the sociological analysis of crime in American society. Different types of crime are examined: street crime, white-collar crime, victimless crime, corporate crime and political crime. By critically examining theories of crime causation, the student gains an understanding of the social forces which contribute to the commission of

crime. Prerequisites: ANT 101 or CJS 101 or SOC 101 or permission of the instructor.

SOC 310. Aging and Society (3).

This course will examine aging as an individual and a social process. The focus will be on the social process of growing old in America. Students will be exposed to the effects society exerts on its aging population. Topics will include the demographic structure, current theories of aging, the effects of economic, political and psychological considerations on aging.

SOC 321 (CJS 321/LGS 321). Law, Society and Social Science (3).

The structure and functions of law as an institution are analyzed from the perspectives of classical and contemporary social scientific theories. The legal processes of the assignment of responsibility, the resolution of disputes, the distribution of social rewards and the imposition of sanctions are studied in cross-cultural perspective. Attention is also focused on the use of social scientific knowledge by legal institutions. Prerequisites: ANT 101 or CJS 101 or PSC 101 or PSY 101 or SOC 101 and MTH 110 or MTH 111 or STA 201.

SOC 322 (ECO 322/CJS 322). Econ of Crime & Punishment (3).

This course will present the economic approach to crime and punishment. There will be an emphasis upon both the economic cost borne by the economy in the aggregate and by individual households in the prevention of crime. The economic approach assumes that both criminals and victims are rational in the sense that they base their choices on the expected benefits and costs of alternative behaviors. Specific topics include economic assessments of the criminal justice system, perspectives on the punishment and reform of criminals, and analyses of the market for illegal drugs, gun control and capital punishment.

SOC 323 (CJS 323). Juvenile Delinquency (3).

After examining the causes of delinquency among juveniles and the various ways of treating delinquents, the second part of the course focuses on juvenile court: the history of the juvenile court movement, current procedures employed by the juvenile court and its relationship with other community agencies that deal with delinquents.

SOC 325 (CJS 325). Poverty & Social Justice in Legal System (3).

The class will explore the concept of social justice, with a special emphasis on the root causes and persistence of poverty, and how the legal system confronts, changes or contains those problems.

SOC 326 (CJS 326). Deviance (3).

This course is a thematic introduction to sociology; it presents basic concepts and principles of sociological and criminal analysis. Different types of deviant behaviors are examined and explained using both individualistic and social structural theories. Students will acquire the tools needed to conduct a critical analysis of any social behaviors, including deviance. Prerequisite: SOC 101 or CJS 101.

SOC 327. Food and Culture (3).

Is Indian curry an acquired taste or are we born with "taste"? Is eating organic, local or vegan just a fad or a sustainable way of life? Or "are we really what we eat?" Culture and food is an interdisciplinary seminar that examines how culture shapes and interacts with food in society. Culture, religion, race, class and gender frame our experiences, relationships with and understandings of food. Students will employ a variety of theoretical perspectives to examine these relationships including social theory, feminist philosophy, and post-colonial theory. Exploring the works of Uma Narayan, Lisa Heldke, George Simmel, Appadurai, Edward Said and Pierre Bourdieu this course will also develop both a sociological and philosophical understanding of the study of food. Fulfills Core requirement(s): IDS.

SOC 335 (ECO 335). Economics of Poverty (3).

This course examines poverty in the United States from an economic perspective. Using the basic concepts of economic analysis, it considers several dimensions of poverty, including the U.S. income distribution, the measurement and incidence of poverty, the characteristics of the poor, and the causes and consequences of poverty. It also provides an overview of the structure, history, and effectiveness of public policy aimed at alleviating poverty.

SOC 341. Hum Svc Caseload Mgt-Theory & Svc Learn (3).

This course explores the field of human services caseload management, as well as the processes, skill base and understandings involved in the human services workplace. This involves surveying the many community needs that human services agencies fulfill within society, with particular attention to the organizational process and strategies that such agencies employ toward their stated "missions". Service Learning is an integral part of this exploration. Building on a foundation of Human Services theory and an awareness of contemporary socio-economic and demographic trends, the field experience of our class members will become the vehicle for refining our understanding of the many nuances involved in caseload management in today's profession. Corequisite: SOC 490.

SOC 343 (PSC 344/CJS 343/PGS 344). Immigration (3).

This course examines the topic of immigration from multiple perspectives: historical comparison between current and previous waves of immigrants, political debates over what we should do locally and nationally, the complex economic and social impacts of immigrants (both legal and unauthorized), the changing legal environment, comparative immigration policies, and the post-9/11 national security implications of immigration. This course aims to have you explore and challenge your own views, try to make sense of competing arguments and evidence, and gain a respect for perspectives not your own. A visit to the National Immigration Museum at Ellis Island is planned.

SOC 344 (GWS 344). Gender and Society (3).

This course examines the processes and institutions through which gender is constructed and operates in society. It analyzes how gender serves to organize everyday life as well as how such institutions as work, education and marriage take their form according to historically variable contexts of gender relations. Gender will be considered in a cross-cultural context, as well as in interaction with race/ethnicity and class. Students will employ a variety of theoretical perspectives to examine these relationships. Prerequisite: GWS 101, PSC 101 or SOC 101.

SOC 345 (CJS 345/WER 345). Conflict Resolution (3).

This course will introduce students to the field of conflict resolution. It will include an overview of the history and theories of the field and some of the major critiques of present theories and practices. The course also will provide students with an understanding of the spectrum of role professionals in conflict resolution undertake. Students will gain selected conflict resolution skills and come to understand conflict experientially by participating in three role plays demonstrating issues associated with inter-personal, inter-group and organizational conflict. Prerequisites: SOC 101, CJS 101, ANT 101, ANT 102, or EDU 105.

SOC 351 (CJS 251/CJS 351/CJS 394). Victimology (3).

This course analyzes and scientifically examines the physical, emotional, and financial impact of crime on its victims. Specific types of victims and crime will be studied, including homicide, sexual assault, domestic violence, child mal-treatment, elder abuse, and assault. This in-depth course requires the student to analyze restitution issues, the treatment of victims by the criminal justice system, victims' rights legislation, and contemporary trends in the treatment of victims. Prerequisites: SOC 101, CJS 101, PSY 101 or GWS 101.

SOC 365. Death and Dying (3).

An interdisciplinary approach to understanding the process of dying and death. The course presents the findings of social science on when, where and under what conditions people die in modern society, how these situational factors have changed, and how they influence the experience of dying. It attempts a sociocultural and religious understanding of the meaning of death and bereavement, and their impact on family members and friends, as well as on society. The theological meaning of death will be treated.

SOC 365S. Death & Dying: Service Learning (1).

Service Learning experience

SOC 369 (REL 369). Sociology of Religion (3).

The relationship between religion and society is complex, dynamic, and ever-changing. It has been at the root of sociology itself since the discipline began and was central to the work of many of its founders. In this course, you will use a sociological perspective to examine this

relationship between religion and society. Much of the class will deal with American forms of religion, but we will also consider examples of religion outside of the U.S. context. Fulfills Core diversity requirement.

SOC 390. Independent Study in Sociology (1-3).

A student who wishes to pursue an independent study project in sociology for academic credit must submit, prior to registration, a proposed plan of study that includes the topic to be studied and goal to be achieved, the methodology to be followed, schedule of supervision, end product, evaluation procedure and number of credits sought. The proposal must be approved by the supervising faculty member, the department chair and the academic dean. It will be kept on file in the academic dean's office.

SOC 391-399. Special Topics Seminar in Sociology (1-3).

Courses in this series offer an in-depth exploration of specific issues and topics within the various subspecialties of sociology in which the department faculty specialize as well as topics of current interest to instructors or students. These courses are intended for students who wish to pursue their studies in a particular field beyond the basic courses offered in the regular curriculum. Prerequisite: SOC 101.

SOC 397. Poverty & Social Justice in Legal System (3).

The concept of social justice is defined, in large measure, by how the legal system treats the poorest, least educated or most frail citizens, and addresses (or fails to address) their needs. Achieving a measure of social justice through the law can have a profound effect on the poor and upon society at large; some efforts at social justice can have an immediate and personal affect; other social justice efforts may not bear fruit for years or generations. This class will explore the concept of social justice, with a special emphasis on the root causes and persistence of poverty, and how the legal system confronts, changes or contains those problems.

SOC 399 (PGS 399). Diversity in the City (3).

Special Topic: The course focuses on the cultural, ethnic, religious and class diversity of Paris' changing landscape. Students will use Bourdieu, Goffman, Marx, and Simmel and other theorists to understand diversity, culture and identity by studying the diversity of "the city." Through readings, documentaries and a weeklong trip to Paris students will use sociological theories on society and culture to study diversity in the city. In particular the minority populations of the immigrant French communities, the recent North African immigrant communities, and the Muslim communities will be examined. This class will also explore how religious (Catholic and Muslim) as well as ethnic diversity shapes current debates on French and European citizenship. This class concludes with a 11-12 day trip to Paris that will include visits to the Eiffel Tower, Notre Dame, the Arab Institute, Luxembourg Gardens, La Mosque (Paris' mosque) and Jardin des Plantes. Fulfills Core diversity requirement.

SOC 401. Soc Perspect in Social Psych (3).

This is an advanced course in social psychology from the sociological perspective. It is the study of the relationship between individuals and the society in which they live. The student explores the effect social forces have on individuals in areas such as attitudes and behavior, attitude change, social influence, conformity and deviance, attraction, prejudice and discrimination and socialization within the framework of a sociological social psychology. Also thoroughly examined and compared are the theories and methods of both psychological and sociological social psychologies. Prerequisites: CJS/SOC 201 and SOC 303 or CJS 305; or by permission of instructor.

SOC 402 (ACT 402/ECO 402/PSC 402/IRL 403). Program Eval Research Methodol & Policy (3).

The goal of this course is to develop a comprehensive understanding of the use of behavioral science research methods and theories for program and intervention evaluations. Topics given special emphasis include: measurement strategies and problems, needs assessment, experimental and quasi-experimental field designs, qualitative methods, benefit-cost analysis, statistical approaches to modeling bias and the use of evaluation results in the policy process.

SOC 408. Adv Studies:Contemporary Amer Catholic (3).

This is an advanced, interdisciplinary seminar and research practicum studying the current conditions of the American Catholic community in light of historical trends. Students employ theories and methodologies of the humanities and social sciences to conduct an original research project about an issue related to contemporary American Catholicism. Prerequisites: Rel 200 and one other 300-level course in religious studies. The course may be taken to satisfy the PHL/REL 400 senior seminar core requirement.

SOC 444. Gender and Global Violence (3).

This course uses sociological and feminist theory to examine gender and global violence. It will examine how race, gender, sexual orientation, globalization, war and religious affiliation impact violence against women in parts of Asia, Africa, and the Middle-East. Students will develop an understanding of gendered violence in a global context with an emphasis on policy making and cultural sensitivity. Prerequisite: SOC 101, ANT 101, PSC 101, CJS 101 or GWS 101 or by permission of instructor.

SOC 450 (ANT 450). Senior Seminar (3).

The capstone course in sociology requires students to apply their knowledge of theory and methods to a range of social and cultural issues and research questions. Students will present and critique contemporary research in a professional and collaborative manner. Topics may include, among others, the role of race, class, gender, deviance, religion, work, law, public policy and worldview in social and cultural life. Emphasis will be placed on current research and theory in sociology and anthropology, and the process of synthesizing existing

research and theory to contribute to ongoing debates in the fields. Public policy implications of the research and theory may also be critically examined. Prerequisites: SOC 201 or CJS 201 and SOC 303.

SOC 490. Internship in Sociology (1-6).

Participation in a field learning experience closely related to one of the areas of sociology. The student intern will meet regularly with his or her supervisor in the agency and/or will report as required to the faculty member assigned to supervise the field experience. Students are expected to apply what they have learned in the academic program to the field experience. An evaluation of the field experience will also be required. The internship and placement must be approved by the instructor. Three hours of field work per week are required to generate one credit hour. The number of credit hours to be awarded must be contracted for prior to registration. Prerequisite: Junior status and permission of the instructor. Prerequisite: CJS/SOC 201 and SOC 303; or permission of instructor.

SOC 495. Empirical Research (3-6).

A team of senior students designs and carries out an empirical research project. The actual experience of planning and doing research provides students with an opportunity to review and integrate major sectors of what they have learned in their coursework. Responsibility for planning and carrying out the project rests with the students. The instructor serves as a resource person, available to offer advice or teach what is needed to solve technical problems. It is the instructor's responsibility to see that the project can be completed with the available resources and within the time constraints of a semester. The instructor also evaluates the work of students. While a student's work load in this kind of project varies from week to week, he or she is required to budget an average of nine hours per week for independent/group/class work on the project.

SOC 496. Honors Project in Sociology (3-6).

The nature of the project is determined by the mentor and the student. The due dates for each draft as well as the number of credit hours the student is to receive is contracted for prior to registration.

SOC 499. Research in Sociology (3-6).

An upper-class student who wishes to undertake a sociological research project for academic credit during a given semester must submit a research proposal prior to registration and a research report at the end of the semester. The proposal must be approved by the research director, the department chair and the academic dean. The proposal will be kept on file in the academic dean's office.



Biological Sciences

Chair: Beth F. Mitchell

Professor(s): Lawrence H. Tanner

Professor(s) of Practice: Sheena Britton, Chad A. Corcoran

Professor Emeritus: Garritt J. Lugthart Jr., Andrew Szebenyi, S.J.

Associate Professor(s): Lara DeRuisseau, Devon B. Keeney, Beth B. Pritts, Sherilyn G.F. Smith, Patrick Yurco

Assistant Professor(s): Emily D. Ledgerwood, Hilary A. McManus

Visiting Assistant Professor(s): Edward Michalenko, Evelyn Voura

Adjunct(s): Veronica Budelmann, Suzanne De Tore, Gary Hoole, Molly Letsch, Donald McCrimmon, Mariane McLaughlin, Teresa Powrozek, Wendy Scherer, Farhana Syed

Biology Laboratory Coordinators: Georgene Carson, Joseph Perrotta

The Department of Biological Sciences offers B.A. and B.S. degree programs in biological sciences and B.S. degrees in environmental science systems and environmental studies. Students interested in graduate study in biology; in medical, dental or veterinary training; or in forensics should choose one of the B.S. programs in biological sciences with two or more years of chemistry. Those interested in a B.A. in Biological Sciences may elect a broad range of courses in the humanities or social sciences in place of the advanced chemistry or physics normally taken with the B.S. program. Students interested in environmental science should consider the multidisciplinary or systems approach to global environmental problems offered through the B.S. in Environmental Science Systems. Students interested in social, economic or policy aspects of the environment should consider the interdisciplinary major in environmental studies (see Interdisciplinary Programs section of this catalog). In addition, minors in biological sciences, environmental science systems and environmental studies are available.

The B.S. program in biological sciences also offers three optional concentrations in health professions, molecular biology and neurobiology. The B.A. program offers an optional concentration in biological education for students interested in teaching biological content to K-12 students.

In addition to the above, a five-year program leading to a B.S. degree in biological sciences and an M.S. in physician assistant studies is available to successful applicants. Through an articulation with Syracuse University's College of Engineering, students can also pursue a five-year program leading to either a B.A. in Biological Sciences and M.S. Bioengineering or a B.S. in Environmental Science Systems and M.S. in Environmental Engineering Science (see Undergraduate Transfer Programs). Students interested in this option should choose

one of the pre-engineering concentrations. An additional articulation with Syracuse University allows qualified students to apply for a five-year program leading to a B.S. in biological sciences and an M.S. in forensic science or biomedical forensic sciences. For more information see the Undergraduate Transfer Programs section of this catalog.

All students are encouraged to conduct research with faculty members.

College policy requires students to achieve a minimum GPA of 2.0 in their major in order to graduate. To help ensure that students can graduate on time, the department of biological sciences policy states that if students have not achieved a major (biological sciences) GPA of at least 2.0 after taking 12 credits of Le Moyne biology courses (3 lab courses), they will have one semester to raise their GPA to above 2.0. If a student does not achieve a minimum of 2.0 in the major at the end of that semester, he or she will need to petition the department in order to remain a biological sciences major.

B.S. Biological Sciences

(Graduate studies, health professions, veterinary, biochemistry, forensics, minor in chemistry and other areas)

B.S. Biological Sciences

Core Requirements	Hours
COR 100 First Year Seminar	3
WRT 101 Critical Writing	3
PHL 110 Introduction to Philosophy	3
HST 110 - HST 111 World Civilization	6
ENG 210 Major Authors	3
PHL 210 Moral Philosophy	3
Theology	3
EAC Encountering Another Culture/Language	6
ENG 310 Literature and Culture	3
Mathematics	3
Social Science	3
Natural Science	3
IDS Interdisciplinary Studies*	3
Religion	3
COR 400 Transformations	3
Visual & Performing Arts*	1
Diversity*	0

NOTE: Some Core requirements may be fulfilled by major requirements.

** See core section for more information. Because there have been substantial changes to the core curriculum, the above requirements may not apply to all students; for students who entered Le Moyne College prior to Fall 2013, be sure to consult with your advisor for appropriate course selection(s).*

Major Requirements	Hours
BIO 191 General Biology I	4
BIO 192 General Biology II	4
BIO 218 Cell and Molecular Biology	4
BIO 225 The Poisoning of a Planet	3
Six additional BIO Courses. At least one course from each group: Molecular and Cellular; Organismal; and Ecology and Population. At least four must have a lab component. (see course groups below)	22-24

Major Support	Hours
CHM 151 Chemical Principles I	3
CHM 151L Chemical Principles I Laboratory	1
CHM 152 Chemical Principles II	3
CHM 152L Chemical Principles II Lab	1
CHM 223 Organic Chemistry I	3
CHM 223L Organic Chemistry I Lab	1
CHM 224 Organic Chemistry II	3
CHM 224L Organic Chemistry II Lab	1
PHY 101-102 or 105-106 General Physics (with lab)	8
MTH 110 or 111 and MTH 112 (Two semesters of MTH 145-146 may be substituted. Please note that most allied health programs and many other graduate programs require at least one semester of statistics. Students should consult with their advisors to determine which math they should take.)	6-7
Electives	15

Other Requirements	Hours
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Molecular and Cellular Courses

BIO 320 Genetics
BIO 321 Developmental Biology
BIO 409 Virology
BIO 410 Toxicology
BIO 418 Advanced Molecular Biology
BIO 427 Bioinformatics
BIO 460 Biochemistry I
BIO 461 Biochemistry II
BIO 475 Stem Cell Biology
BIO 480 Seminar: Biology of Cancer
BIO 481 Seminar: Endocrine Disruptors

Organismal Courses

BIO 281 Anatomy and Physiology I
BIO 282 Anatomy and Physiology II
BIO 322 Histology
BIO 325 Microbiology
BIO 327 Botany - The Biology of Plants
BIO 340 Parasitology
BIO 350 Invertebrate Biology

BIO 375 Introduction to Neurobiology
BIO 381 Disease and Disorders of the Nervous System
BIO 412 Immunology
BIO 431 Mammalian Physiology

Ecology and Population Courses

BIO 230 General Ecology
BIO 245 Evolution
BIO 270 Animal Behavior
BIO 330 Tropical Marine Biology
BIO 335 Biodiversity
BIO 348 Environ Research in the Field: Iceland
BIO 360 Insect Ecology
BIO 458 Global Climate Systems
BIO 470 Seminar: Environmental Topics
BIO 471 Perspectives on Human Life

Health Professions Concentration

Students in the Health Professions concentration must take two courses from the health professions group (at least one course must be a lab course):

Concentration Courses	Hours
BIO 281 Anatomy and Physiology I	4
BIO 282 Anatomy and Physiology II	4
BIO 321 Developmental Biology	4
BIO 322 Histology	4
BIO 325 Microbiology	4
BIO 375 Introduction to Neurobiology	4
BIO 381 Disease and Disorders of the Nervous System	3
BIO 409 Virology	3
BIO 410 Toxicology	3
BIO 412 Immunology	3
BIO 431 Mammalian Physiology	3
BIO 475 Stem Cell Biology	3
BIO 480 Seminar: Biology of Cancer	3
BIO 481 Seminar: Endocrine Disruptors	3

Neurobiology Concentration

Students in the Neurobiology concentration must take BIO 375 Introduction to Neurobiology, PSY 101, plus one of the following biology courses and three psychology courses:

Concentration Courses	Hours
BIO 270 Animal Behavior	4
BIO 381 Disease and Disorders of the Nervous System	3
BIO 405 Endocrinology	4
BIO 410 Toxicology	3
BIO 431 Mammalian Physiology	3
BIO 481 Seminar: Endocrine Disruptors	3

Three additional PSY courses

9

PSY 220 Human Life Span Development
 PSY 230 Motivation and Emotion
 PSY 250 Cognition
 PSY 270 Learning
 PSY 325 Sensation and Perception
 PSY 340 Brain and Behavior
 PSY 448 Clinical Neuropsychology

Molecular Biology Concentration

Students in the Molecular Biology concentration must take all of the following courses:

Concentration Courses	Hours
BIO 418 Advanced Molecular Biology	4
BIO 460 Biochemistry I	3
BIO 461 Biochemistry II	3
BIO 462 Biochemistry Laboratory	1

Typical Program for B.S. Biological Sciences

First Semester	Hours	Second Semester	Hours
Freshman Year			
BIO 191	4	BIO 192	4
CHM 151	3	CHM 152	3
CHM 151L	1	CHM 152L	1
WRT 101	3	PHL 110	3
COR 100	3	Social Science	3
		Elective	3

Sophomore Year

BIO 218	4	BIO 225	3
CHM 223	3	CHM 224	3
CHM 223L	1	CHM 224L	1
MTH 110 or MTH 111	3	MTH 112	3
HST 110	3	HST 111	3
Theology	3	ENG 210	3

Junior Year

BIO Elective	3/4	BIO Elective	3/4
PHY 101 or PHY 105	3	PHY 102 or PHY 106	3
PHY 103	1	PHY 104	1
ENG 310	3	IDS	3
EAC	3	EAC	3
PHL 210	3	Elective	3

Senior Year

BIO Elective	3/4	BIO Elective	3/4
BIO Elective	4	BIO Elective	4
Religion	3	COR 400A	3
Elective	3	Elective	3
Elective	3		

Typical Program for B.S. in Biological Sciences and M.S. Physician Assistant Studies 3+2

First Semester	Hours	Second Semester	Hours
Freshman Year			
BIO 191	4	BIO 192	4
CHM 151	3	CHM 152	3
CHM 151L	1	CHM 152L	1
WRT 101	3	PHL 110	3
MTH 110 or MTH 111	3	MTH 112	3
COR 100	3	Social Science	3

Sophomore Year

BIO 218	4	BIO 225	3
CHM 223	3	CHM 224	3
CHM 223L	1	CHM 224L	1
HST 110	3	HST 111	3
EAC/Language	3	EAC/Language	3
Theology	3	ENG 210	3

Junior Year

BIO 281	4	BIO 282	4
PHY 101/PHY 105	3	PHY 102/PHY 106	3
PHY 103	1	PHY 104	1
ENG 310	3	Social Science	3
Religion	3	BIO Elective	3
BIO Elective	3	PHL 210	3

Senior Year

BIO [PAS]	4	BIO [PAS]	4
IDS [PAS]	3	COR 400A [PAS]	3

Note: fourth year is the first year of the P.A. curriculum. Only P.A. courses counting specifically towards core or major graduation requirements are indicated above; some other P.A. courses count as free electives. For complete typical program in the fourth and fifth year, see the physician assistant studies typical program in the graduate section of this catalog.

B.A. Biological Sciences
B.A. Biological Sciences

Core Requirements	Hours
COR 100 First Year Seminar	3
WRT 101 Critical Writing	3
PHL 110 Introduction to Philosophy	3
HST 110 - HST 111 World Civilization	6
ENG 210 Major Authors	3
PHL 210 Moral Philosophy	3
Theology	3
EAC Encountering Another Culture/Language	6
ENG 310 Literature and Culture	3
Mathematics	3
Social Science	3

Natural Science	3
IDS Interdisciplinary Studies*	3
Religion	3
COR 400 Transformations	3
Visual & Performing Arts*	1
Diversity*	0

NOTE: Some Core requirements may be fulfilled by major requirements.

* See core section for more information. Because there have been substantial changes to the core curriculum, the above requirements may not apply to all students; for students who entered Le Moyne College prior to Fall 2013, be sure to consult with your advisor for appropriate course selection(s).

Major Requirements	Hours
BIO 191 General Biology I	4
BIO 192 General Biology II	4
BIO 218 Cell and Molecular Biology	4
BIO 225 The Poisoning of a Planet	3
Four additional BIO courses. At least once course from each group: Molecular and Cellular; Organismal; and Ecology and Population. At least three must have a lab component. (See course listing under B.S. Biological Sciences)	15-16

Major Support	Hours
CHM 151 Chemical Principles I	3
CHM 151L Chemical Principles I Laboratory	1
CHM 152 Chemical Principles II	3
CHM 152L Chemical Principles II Lab	1
CHM, PHY or MTH sequence. Students choosing a PHY or CHM sequence must still one take one semester of MTH to fulfill core requirements.	6-8
Electives	33

Biological Education Concentration with Certification in Dual Childhood/Special Education (Grades 1-6)

Major Requirements	Hours
BIO 191 General Biology I	4
BIO 192 General Biology II	4
BIO 218 Cell and Molecular Biology	4
BIO 225 The Poisoning of a Planet	3
BIO 315 Biology in Practice:Lab & Field Approac	3
Three additional BIO courses, at least one course from each group: Molecular and Cellular, Organismal, Ecology and Population. All must be lab courses. (See course listing under B.S. Biological Sciences)	12

Major Support	Hours
CHM 151 Chemical Principles I	3
CHM 151L Chemical Principles I Laboratory	1
CHM 152 Chemical Principles II	3
CHM 152L Chemical Principles II Lab	1

MTH 110, 111 or 145	3/4
MTH 102 Mathematics for Educators	3

Education Requirements	Hours
EDU 105 Teaching in a Diverse Society	3
EDU 150 Contemporary Perspectives on Special Ed	3
EDU 120 Child Abuse Workshop/SAVE Violence Prev	0
EDU 205 Childhood Learning and Special Needs	3
EDU 225 Assess & Dec Making for Equity/Inclusion	3
EDU 305 Prin & Methods of Multicultural Literacy	3
EDU 315 Plan,Assessing,Managing Inclusive Clsrm	3
EDU 365 Adapting Literacy Lrn Stu W/Spec Needs	3
EDU 375 Strategies & Technol for Inclusive Clsrm	3
EDU 376 Managing Environ for Stu W/ Disabilities	3
EDU 405 Preservice Clinical Teaching Seminar	3
EDU 430 Supervised Preservice Teach/Grades 1-6	6
EDU 431 Supervised Preserv Teaching (SPE 1-6)	6

Biological Education Concentration with Education Minor with Certification in Adolescence Education (Grades 7-12)

Major Requirements	Hours
BIO 191 General Biology I	4
BIO 192 General Biology II	4
BIO 218 Cell and Molecular Biology	4
BIO 225 The Poisoning of a Planet	3
BIO 315 Biology in Practice:Lab & Field Approac	3
Three additional BIO courses, one from each course group: Molecular and Cellular; Organismal; and Ecology and Population. All must have a lab component. (See course listing under B.S. Biological Sciences)	12

Major Support	Hours
CHM 151 Chemical Principles I	3
CHM 151L Chemical Principles I Laboratory	1
CHM 152 Chemical Principles II	3
CHM 152L Chemical Principles II Lab	1
CHM or PHY sequence	8
MTH 110, MTH 111 or MTH 145	3/4
CHM or PHS/PHY*	3/4

Education Requirements	Hours
EDU 105 Teaching in a Diverse Society	3
EDU 150 Contemporary Perspectives on Special Ed	3
EDU 120 Child Abuse Workshop/SAVE Violence Prev	0
EDU 215 Learning in a Sociocultural Context	3
EDU 303 Multicultural Literacy Methods	3
EDU 315 Plan,Assessing,Managing Inclusive Clsrm	3
EDU 325 Teach/Adapt Curric Content Specialists	3

EDU 335 Literacy Development in the Content Area	3
EDU 401 Adolescence Strategies and Technology	4
EDU 405 Preservice Clinical Teaching Seminar	3
EDU 450 Supervised Preservice Teaching (7-9)	6
EDU 460 Supervised Preservice Teaching (10-12)	6

* Must have at least one semester of PHY/PHS for certification in general science.

Biological Education Concentration with Education Minor with Certification in Dual Adolescence Education/Special Education (Grades 7-12)

Major Requirements	Hours
BIO 191 General Biology I	4
BIO 192 General Biology II	4
BIO 218 Cell and Molecular Biology	4
BIO 225 The Poisoning of a Planet	3
BIO 315 Biology in Practice:Lab & Field Approac	3
Three additional BIO courses, one from each course group: Molecular and Cellular; Organismal; and Ecology and Population. All must have lab component. (See course listings under B.S. Biological Sciences)	12

Major Support	Hours
CHM 151 Chemical Principles I	3
CHM 151L Chemical Principles I Laboratory	1
CHM 152 Chemical Principles II	3
CHM 152L Chemical Principles II Lab	1
MTH 110 or MTH 111 and MTH 112 Statistics	6-7

Education Requirements	Hours
EDU 105 Teaching in a Diverse Society	3
EDU 150 Contemporary Perspectives on Special Ed	3
EDU 120 Child Abuse Workshop/SAVE Violence Prev	0
EDU 215 Learning in a Sociocultural Context	3
EDU 225 Assess & Dec Making for Equity/Inclusion	3
EDU 303 Multicultural Literacy Methods	3
EDU 315 Plan,Assessing,Managing Inclusive Clsrm	3
EDU 325 Teach/Adapt Curric Content Specialists	3
EDU 335 Literacy Development in the Content Area	3
EDU 345 Collabor&Transition Plan Stu Spec Needs	3
EDU 401 Adolescence Strategies and Technology	4
EDU 405 Preservice Clinical Teaching Seminar	3
EDU 451 Supervised Preserv Teaching (SPE 7-12)	6
EDU 460 Supervised Preservice Teaching (10-12) or EDU 450	6

B.A. in Biology with a Concentration in Pre-Engineering

Major Requirements	Hours
BIO 191 General Biology I	4
BIO 192 General Biology II	4
BIO 218 Cell and Molecular Biology	4
BIO 225 The Poisoning of a Planet	3
Four additional BIO courses, at least one from each course group: Molecular and Cellular, Organismal, and Ecology and Population. At least three must have a lab component. (see course descriptions under B.S. in Biological Sciences)	16

Major Support	Hours
CHM 151 Chemical Principles I	3
CHM 151L Chemical Principles I Laboratory	1
CHM 152 Chemical Principles II	3
CHM 152L Chemical Principles II Lab	1
PHY 105 General Physics Scientists/Engineers I	3
PHY 106 General Physics Scientists/Engineers II	3
PHY 103 General Physics Laboratory	1
PHY 104 General Physics Laboratory	1
MTH 145 Calculus I	4
MTH 146 Calculus II	4
MTH 245 Calculus III	4
MTH 304 Differential Equations for Scientists And Engineers	4
MTH 311 Introduction to Probability Theory	3
MTH 312 Mathematical Statistics	3
BEN 364*	3

Other Requirements	Hours
CHM 223 Organic Chemistry I	3
CHM 223L Organic Chemistry 1 Lab	1
PHY 251 Spc Topic: Fundamentals of Engineering	3
ECS 221*	3
ELE 231*	3
ELE 232*	3
ECS 326*	3
BEN 468*	3
BEN 575* (This course is part of graduate curriculum)	3

* Taken at Syracuse University

** For more details on the five year dual bachelor's/master's degree in engineering program offered in affiliation with Syracuse University, please refer to the Undergraduate Transfer Programs portion of this catalog.

Typical Program for **B.A. Biological Sciences**

First Semester	Hours	Second Semester	Hours
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Freshman Year

BIO 191	4	BIO 192	4
CHM 151	3	CHM 152	3
CHM 151L	1	CHM 152L	1
WRT 101	3	PHL 110	3
COR 100	3	Elective	3
		Social Science	3

Sophomore Year

BIO 218	4	BIO 225	3
MTH 110 or Elective*	3	Elective	3
HST 110	3	HST 111	3
EAC	3	EAC	3
Theology	3	ENG 210	3

Junior Year

BIO Elective	3/4	BIO Elective	3/4
PHY/CHM/MTH	3/4	PHY/CHM/MTH	3/4
Elective	3	Elective	3
ENG 310	3	IDS	3
PHL 210	3	Elective	3

Senior Year

BIO Elective	3/4	BIO Elective	3/4
Religion	3	COR 400A	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3		

* All biology majors must take at least one semester of statistics (MTH 110 or 111); this will satisfy the College Core requirement for Mathematics. Students choosing a two semester sequence in Chemistry or Physics must also take at least one semester of statistics (MTH 110 or 111); students who choose to take both semesters of statistics may take an additional free elective. Students should consult with faculty advisors to determine which option is best depending on career goals.

 Typical Program for **Biological Education Concentration with Certification in Dual Childhood/Special Education (Grades 1-6)**

First Semester	Hours	Second Semester	Hours
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Freshman Year

WRT 101	3	PHL 110	3
BIO 191	4	BIO 192	4
CHM 151	3	CHM 152	3
CHM 151L	1	CHM 152L	1
EDU 105	3	EDU 150	3
COR 100	3	ENG 210	3

Sophomore Year

HST 110	3	HST 111	3
BIO 218	4	PHL 210	3
EDU 205	3	BIO 225	3

EAC	3	EDU 225	3
MTH 102	3	EAC	3

Junior Year

BIO 315	3	EDU 365	3
ENG 310	3	EDU 375	3
EDU 305	3	BIO Elective	4
EDU 315	3	Religion	3
MTH 110, 111 or 145	3/4	EDU 376	3

Senior Year

EDU 405	3	Theology	3
EDU 120	0	COR 400A	3
EDU 430	6	BIO Elective	4
EDU 431	6	BIO Elective	4
		IDS	3

 Typical Program for **Biological Education Concentration with Education Minor with Certification in Adolescence Education (Grades 7-12)**

First Semester	Hours	Second Semester	Hours
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Freshman Year

WRT 101	3	PHL 110	3
BIO 191	4	BIO 192	4
CHM 151	3	CHM 152	3
CHM 151L	1	CHM 152L	1
EDU 105	3	EDU 150	3
COR 100	3	ENG 210	3

Sophomore Year

HST 110	3	HST 111	3
BIO 218	4	Theology	3
EDU 215	3	PHL 210 or ENG 310	3
MTH 110 or MTH 111	3	EAC	3
EAC	3	BIO Elective	4

Optional Summer Session

ENG 310 or PHL 210	3
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Junior Year

EDU 303	3	BIO 225	3
EDU 315	3	CHM/PHY**	3
PHY/CHM	3	BIO Elective	4
BIO Elective	4	EDU 325	3
IDS	3	EDU 335	3

Senior Year

BIO 315	3	EDU 405	3
COR 400A	3	EDU 120	0
EDU 401	4	EDU 450	6
Religion	3	EDU 460	6
CHM/PHS**	3		

** This schedule for adolescent teacher preparation programs will allow students to be certified in both biology and general science. NOTE: to be certified in general science, students must take at least one science course in each of CHM and PHY/PHS

and have a total of at least 18 credits in sciences other than biology. Students who wish to obtain certification in dual adolescent and special education will need to take two additional EDU courses; they cannot take the extra CHM/PHS to be certified in general science unless they take several summer classes.

Typical Program for **Biological Education Concentration with Education Minor with Certification in Dual Adolescence Education/ Special Education (Grades 7-12)**

First Semester	Hours	Second Semester	Hours
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Freshman Year

BIO 191	4	BIO 192	4
CHM 151	3	CHM 151	3
CHM 151L	1	CHM 151L	1
WRT 101	3	PHL 110	3
COR 100	3	EDU 150	3
EDU 105	3	ENG 210	3

Sophomore Year

BIO 218	4	BIO 225	3
MTH 110 or MTH 111	3	MTH 112	3
HST 110	3	HST 111	3
EDU 215	3	EAC	3
EAC	3	EDU 225	3

Optional Summer Session

ENG 310 or PHL 210	3
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Junior Year

BIO Elective	4	BIO Elective	4
Theology	3	BIO Elective	4
EDU 303	3	EDU 325	3
EDU 315	3	EDU 335	3
ENG 310 or PHL 210	3	IDS	3

Senior Year

BIO 315	3	EDU 120	0
EDU 345	3	EDU 405	3
Religion	3	EDU 450 or EDU 460	6
COR 400A	3	EDU 451	6
EDU 401	4		

Typical Program for **B.A. in Biology with a Concentration in Pre-Engineering**

First Semester	Hours	Second Semester	Hours
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Freshman Year

BIO 191	4	BIO 192	4
CHM 151	3	CHM 152	3
CHM 151L	1	CHM 152L	1
WRT 101	3	PHL 110	3
MTH 145	4	MTH 146	4
COR 100	3	Social Science	3

Sophomore Year

BIO 218	4	BIO Elective	3-4
PHY 105	3	PHY 106	3
PHY 103	1	PHY 104	1
MTH 245	4	MTH 304	4
HST 110	3	HST 111	3
Theology	3	ENG 210	3

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PHY 251	3
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Junior Year

BIO 225	3	PHL 210	3
MTH 311	3	MTH 312	3
ENG 310	3	BIO Elective	3-4
CHM 223	3	ECS 221*	3
CHM 223L	1	ELE 232*	3
ELE 231*	3		

Senior Year

EAC	3	EAC	3
IDS	3	COR 400A	3
Religion	3	BEN 364*	3
BIO Elective	3-4	BEN 468*	3
ECS 326*	3	BEN 575*	3

*Courses taken at Syracuse University

Biology Minor

To complete a minor in biological sciences (minimum 15 credits), students must complete BIO 191-192 or equivalent and two other biology classes, at least one of which must be a lab course. None of these courses may be taken pass/fail, and at least one course must be numbered BIO 210 or higher. All prerequisites must be met. Courses that do not count towards the biology major are not acceptable.

Environmental Science Systems

The Environmental Science Systems major emphasizes a multidisciplinary or systems approach to scientific and environmental problems. The primary goal of the major is to train majors in a systems approach to scientific problems in general and problems of global change in particular. By exposing students to the problems of understanding, measuring, and predicting the consequences of global change, and by providing them with field-based research experiences at an early point in their academic careers, we hope to stimulate an interest in these young scientists in pursuing research-oriented career paths.

Environmental Science Systems Major

NOTE: A minimum of seven courses from the major requirements must be lab or field courses, and at least seven BIO/ESS courses must be taken at Le Moyne College.

Core Requirements	Hours
COR 100 First Year Seminar	3
WRT 101 Critical Writing	3
PHL 110 Introduction to Philosophy	3
HST 110 - HST 111 World Civilization	6
ENG 210 Major Authors	3
PHL 210 Moral Philosophy	3
Theology	3
EAC Encountering Another Culture/Language	6
ENG 310 Literature and Culture	3
Mathematics	3
Social Science	3
Natural Science	3
IDS Interdisciplinary Studies*	3
Religion	3
COR 400 Transformations	3
Visual & Performing Arts*	1
Diversity*	0

NOTE: Some Core requirements may be fulfilled by major requirements.

** See core section for more information. Because there have been substantial changes to the core curriculum, the above requirements may not apply to all students; for students who entered Le Moyne College prior to Fall 2013, be sure to consult with your advisor for appropriate course selection(s).*

Major Requirements	Hours
BIO 191 General Biology I	4
BIO 230 General Ecology	4
BIO 458 Global Climate Systems	3
BIO/ESS Elective	3/4
BIO/ESS upper level elective	3-4
BIO/ESS/CHM/PHY upper level electives	8
BSC/ESS 127, 128 or 129 Earth's Global Environment: Galapagos/Global Ecosystems: Costa Rica, North America	3
ESS 121 Global Resources	3
ESS 205 Physical Geology	4
ESS 320 Earth's Surface	4
ESS 335 Biodiversity	3
ESS 499 Research in Bio & Environmental Systems (or ESS 490 Internship in Environmental Science)	3

Major Support	Hours
CHM 151 Chemical Principles I	3
CHM 151L Chemical Principles I Laboratory	1
CHM 152 Chemical Principles II	3
CHM 152L Chemical Principles II Lab	1
PHY 101-102 Non-Calculus General Physics or PHY 105-106 General Physics for Scientists and Engineers (with lab)	8

Two of the following: 6-8

MTH 110/MTH 111 Introduction to Statistics I	
MTH 112 Introduction to Statistics II	
MTH 145 Calculus I	
MTH 146 Calculus II	

Electives 6

Typical Program for Environmental Science Systems Major

First Semester	Hours	Second Semester	Hours
Freshman Year			
BIO 191	4	CHM 152	3
CHM 151	3	CHM 152L	1
CHM 151L	1	BIO 192	4
WRT 101	3	ESS 121	3
HST 110	3	PHL 110	3
COR 100	3	HST 111	3
Sophomore Year			
MTH 145	4	ESS 205	4
Free elective	3	MTH 146	4
ENG 210	3	ESS 128*	3
PHL 210	3	Theology	3
EAC	3	EAC	3
Junior Year			
ESS 320	4	BIO 335	3
BIO 230	4	BIO/ESS Elective	3/4
PHY 101/103	4	BIO/ESS Elective	3/4
VPA	1	PHY 102/104	4
ENG 310	3		
Senior Year			
BIO/ESS Elective	3/4	Social Science	3
ESS 499	3	IDS	3
Free elective	3	BIO 458	3
Free elective	3	COR 400A	3
Social Science	3	Religion	3

**Required field experience (could be as a part of BIO 330 or comparable course(s) and field trips to Costa Rica, Arizona or Ecuador)*

Environmental Science Systems Minor

To complete a minor in Environmental Science Systems (17-19 credits), students must complete: BIO 191 or ESS 128; ESS 121 or BSC/ESS 127, 128 or 129; ESS 205 and two of the following: BIO 230, ESS 320, BIO/ESS 335 or BIO/ESS 458, none of which may be taken pass/fail.

Environmental Science Systems with a Concentration in Pre-Engineering

The environmental science systems B.S. can be taken with one of two possible pre-engineering concentrations to serve as the foundation for the Bachelor's in Environmental Science systems and either the Master's in Environmental Engineering or the Master's in Environmental Engineering Science degree program at Syracuse University. The second of these can be completed in 3 1/2 years through an accelerated program, allowing enrollment in graduate study one semester early (See Undergraduate Transfer Programs)

Bachelor of Science in Environmental Science Systems - Pre-Engineering Concentration for Master of Science in Environmental Engineering

Major Requirements Hours

BIO 191-192 General Biology	8
BIO 230 General Ecology	4
BIO 335 Biodiversity	3
ESS 205 Physical Geology	4
ESS 320 Earth's Surface	4
ESS 458 Global Climate Systems	3

One of the following: 3

- ESS 121 Global Resources
- ESS 127 Global Environment-Galapagos
- ESS 128 Global Ecosystems: Costa Rica
- ESS 129 Global Ecosystems: North America

Research in Environmental Science (ESS 499) or Internship (ESS 490) 3

Major Support Hours

CHM 151 Chemical Principles I	3
CHM 152 Chemical Principles II	3
PHY 105-103	4
PHY 106-104	4
MTH 110 or MTH 111 Statistics	3/4
MTH 145 Calculus I	4
MTH 146 Calculus II	4
MTH 245 Calculus III	4
MTH 304 Differential Equations for Scientists And Engineers	4

Other Requirements Hours

ECS 221* Statics	3
CIE 274* Sustainability	3
CIE 327* Fluid Mechanics	3
CIE 341* Environmental Engineering	3

*Bridge courses to be taken at Syracuse University.

Bachelor of Science in Environmental Science Systems - Pre-Engineering Concentration for Master of Science in Environmental Engineering Science

Major Requirements Hours

BIO 191 General Biology I	4
BIO 230 General Ecology	4
BIO 335 Biodiversity	3
ESS 121 Global Resources	3
ESS 205 Physical Geology	4
ESS 320 Earth's Surface	4
ESS 458 Global Climate Systems	3
ESS/BIO Elective (BIO 192 recommended)	3/4

One of the following: 3

- ESS 127 Global Environment-Galapagos
- ESS 128 Global Ecosystems: Costa Rica
- ESS 129 Global Ecosystems: North America
- Research in Biology(ESS 499) or Internship (ESS 490) 3/4
- Upper level BIO/ESS elective 4
- Upper level elective (CIE 274 @ SU recommended) 3/4
- Upper level elective (CIE 341 @ SU recommended) 3/4

Major Support Hours

CHM 151 Chemical Principles I	3
CHM 152 Chemical Principles II	3
PHY 101 or PHY 105 General Physics I	4
PHY 102 or PHY106 General Physics II	4
MTH 110 or MTH 111 Statistics	3/4
MTH 145 Calculus I	4
MTH 146 Calculus II	4

Typical Program for Bachelor of Science in Environmental Science Systems - Pre-Engineering Concentration for Master of Science in Environmental Engineering

First Semester Hours Second Semester Hours

Freshman Year			
BIO 191	4	BIO 192	4
MTH 145	4	MTH 146	4
WRT 101	3	PHL 110	3
HST 110	3	HST 111	3
COR 100	3	ESS 121	3
Sophomore Year			
PHY 105-103	4	PHY 106-104	4
MTH 245	4	MTH 304	4
ENG 210	3	Theology	3

PHL 210	3	ESS 205	4
EAC	3	EAC	3
Junior Year			
BIO 230	4	BIO 335	3
CHM 151	3	CHM 152	3
CHM 151L	1	CHM 152L	1
ESS 320	4	CIE 274*	3
ESS 499	3	ECS 221*	3
ENG 310	3		

Senior Year

MTH 110/111	3-4	BIO 458	3
Natural/Social Science	3	COR 400A	3
VPA	1	Theology	3
CIE 327*	3	Social Science	3
SYRE 341*	3	Free Elective	3

*Engineering courses at Syracuse University

Typical Program for Bachelor of Science in Environmental Science Systems - Pre-Engineering Concentration for Master of Science in Environmental Engineering Science

First Semester	Hours	Second Semester	Hours
Freshman Year			
BIO 191	4	BIO 192	4
MTH 145	4	MTH 146	4
WRT 101	3	PHL 110	3
HST 110	3	HST 111	3
COR 100	3	ESS 121	3
Sophomore Year			
PHY 105/103	4	PHY 106/104	4
ENG 210	3	ESS 128	3
MTH 110/111	3/4	Theology	3
PHL 210	3	ESS 205	4
EAC	3	EAC	3
Junior Year			
BIO 230	4	BIO 335	3
CHM 151	3	CHM 152	3
CHM 151L	1	CHM 152L	1
ESS 320	4	BIO/ESS Elective	4
ESS 499	3	CIE 274*	3
ENG 310	3		
Senior Year			
Free Elective	3	BIO 458	3
Natural Science	3	COR 400A	3
VPA	1	Theology	3
Free Elective	3	Social Science	3
CIE 341*	3	Free Elective	3

*Engineering courses at Syracuse University

Courses

BIO 191. General Biology I (4).

This course introduces fundamental unifying principles of biology. Topics include the scientific method, biological chemistry, cell structure and function, membranes, energetics, cellular regulation and control, genetics, cell division and evolution. Three hours lecture and three hours laboratory per week. Carries biology major credit.

BIO 192. General Biology II (4).

This course, while continuing to stress fundamental unifying principles of biology, presents the mechanisms that allow all living organisms to meet the common requirements for life. Topics include classification/diversity; basic characteristics of all kingdoms of life; plant and animal development, form and physiology; ecology and population biology. Three hours lecture and three hours laboratory per week. Dissection required. Carries biology major credit. Prerequisite: BIO 191 or permission.

BIO 218. Cell and Molecular Biology (4).

This course is designed to introduce the student to cell biology and the concepts of genetics at the molecular level. Basic concepts of cell structure and function are presented from a biochemical perspective. Topics include metabolism, membranes, cytoskeleton, motility, and replication and expression of genetic information. Prerequisites: BIO 191-192; CHM 151-152 recommended or permission of instructor. Three hours lecture and three and a half hours laboratory per week. Carries biology major credit.

BIO 225. The Poisoning of a Planet (3).

The pollution of our air, land, and water is an ecological problem of epidemic proportions. However, before we can come to grips with this menace, we must understand what we are facing. Our present situation results from economic conflicts, social attitudes, political indecision and the overuse and misuse of scientific and technological ideas. In this course, we will examine environmental issues such as resource depletion, pollution, overpopulation, and the nuclear winter. We will begin with the biological and ecological basis of these problems and then, in a multidisciplinary fashion, address the possible solutions and consequences of these issues. Prerequisites: BIO 191-192. Carries biology major credit.

BIO 230. General Ecology (4).

This course uses an evolutionary approach to the study of the inter-relationships of organisms with their environments. Topics include competition, co-evolution, population growth and regulation, demography, and predator-prey relationships. Laboratory work includes field study and basic methods for evaluation of data. Three hours lecture and three hours laboratory per week. Prerequisites: BIO 191-192. Carries biology major credit.

BIO 245. Evolution (4).

The nature of the evolutionary process is studied from a number of relevant points of view, including geology, paleontology, comparative

anatomy, genetics, molecular biology and anthropology. The significant influence of evolutionary concepts on human thought is discussed. Prerequisites: BIO 191-192. Three hours lecture and three hours laboratory per week. Carries biology major credit.

BIO 265 (ESS 265). Intro to Geographic Info Systems (3).

This course is designed to introduce students to Geographic Information Systems (GIS), a set of hardware, software, and methods for the capture, storage, management, manipulation, analysis, modeling, and display of geographic information. This course will provide an introduction to GIS applications and analysis. Course work will emphasize use of industry standard software. Two hours lecture, two hours lab per week. Carries BIO and ESS major credit.

BIO 270 (PSY 303). Animal Behavior (4).

The mechanisms of animal and human behavior are investigated in a broad descriptive sample. Special emphasis is placed on the physiology, development and evolution of behavior patterns. Prerequisite: Eight credit hours of biology. Three hours lecture and three hours laboratory per week. Carries biology major credit.

BIO 281. Anatomy and Physiology I (4).

Biology majors will study mammalian anatomy and physiology at a level appropriate for those interested in attending graduate programs in the health professions. This course is the first in a two-semester sequence. Following an overview of terminology and tissues, the skeletal, muscular, nervous, endocrine and integumentary systems will be covered. The cat is the primary dissection specimen in the laboratory; lab activities will integrate anatomy and physiology. Dissection required. Pre-requisites: BIO 191 and 192, CHM 151 and 152. Three hours of lecture and three hours of laboratory per week. Carries biology major credit. Students may take either BIO 431 or BIO 281-282, but not both. Depending on the course instructor, the class format may be primarily traditional lectures OR may incorporate the significant use of a Learning Management System, e-lectures, case studies, and discussion. Students should consult the department chair regarding the lecture format prior to registering for this course.

BIO 282. Anatomy and Physiology II (4).

This course is a continuation of BIO 281 in which biology majors will continue their study of mammalian anatomy and physiology. Systems covered include the circulatory, immune, respiratory, digestive, urinary, and reproductive. The cat is the primary dissection specimen in the laboratory; lab activities will integrate anatomy and physiology. Dissection required. Prerequisites: BIO 191 and 192, CHM 151 and 152, and a grade of C or better in BIO 281. Three hours of lecture and three hours of laboratory per week. Carries biology major credit. Students may take either BIO 431 or BIO 281-282, but not both.

BIO 315. Biology in Practice: Lab & Field Approach (3).

Aimed at providing students, especially those who are planning to teach, with additional laboratory field experience, this course explores

empirical techniques currently used in a variety of biological subdisciplines. Formulation and testing of hypothesis, experimental design, data analysis and interpretation of results will be addressed. Students will have the opportunity to get hands-on experience with various techniques as well as methods analysis. A major objective of the course is the development of exercises utilizing these techniques to foster inquiry-based learning in biology. Writing techniques appropriate to the discipline will also be an important component. Prerequisites: BIO 191, BIO 192, BIO 218.

BIO 320. Genetics (4).

This course will teach students the fundamental concepts underlying the field of genetics and introduce them to the increasing role that genetics plays in society. Lectures and labs will cover principles of both classical and molecular genetics. Topics covered include inheritance, gene expression, population genetics, and biotechnology. Prerequisite: BIO 218. Three hours lecture and three hours laboratory weekly. Carries biology major credit.

BIO 321. Developmental Biology (4).

This course will study embryogenesis (fertilization to birth) as well as development during later stages of life. We will examine the cellular, genetic, and molecular aspects of these processes in a number of different species. This information will be supplemented with the experimental data that led to these discoveries. The laboratory portion of this course will involve students designing and carrying out their own experiments. Prerequisite: BIO 218. Three hours lecture and three hours laboratory per week. Carries biology major credit.

BIO 322. Histology (4).

Following a consideration of fundamental tissues, most of the organ systems of the mammalian body are studied showing how these systems are actually combinations of the basic tissues. Prerequisites: BIO 191, BIO 192, BIO 218. Three hours lecture and three hours laboratory per week. Carries biology major credit.

BIO 325. Microbiology (4).

This course emphasizes bacteria, but also deals with other groups of organisms recognized as microbes. Topics include the structure, physiology, differentiation and genetics of microorganisms, as well as ecological, industrial and disease relationships. Prerequisites: BIO 191 BIO 192, BIO 218. CHM 223 and CHM 224 recommended. Three hours lecture and four hours laboratory per week. Carries biology major credit.

BIO 327. Botany - The Biology of Plants (4).

The activities of plants support life on earth. An understanding of the biology of plants influences the welfare of humans and other animals. This course explores the diversity and basic biology of plants. Topics include classification, physiology, morphology, evolution, and life cycles. Prerequisites or corequisites: BIO 191-192, CHM 151-152. Three hours lecture and three hours laboratory per week. Carries biology major credit.

BIO 330. Tropical Marine Biology (4).

Tropical ecology differs in many respects from that of temperate regions. The most striking of these differences occurs in the marine environment. Semester activities will include weekly meetings in which we will examine the flora, fauna and processes that characterize tropical marine systems. The course will end with 10-14 days of intensive field work in the Bahamas, studying the principles discussed in class with special attention to field and lab work as well as an individual research project. Prerequisite: BIO 191 BIO 192 and permission of the instructor. Separate fees will be required for the field portion of the course. Carries biology major credit.

BIO 335 (ESS 335). Biodiversity (3).

The course is designed to acquaint the student with the phenomenal diversity of life with which we share this planet. To do this, we will refresh the students' memories concerning evolution and the various mechanisms through which communities of life forms have become adapted to their environment. We will spend some time with taxonomy and biogeography before we can begin to examine the current state of biodiversity as well as future trends. The implications of these trends will signal a stopping point for the course but will hopefully serve as a beginning for the student as they move away from Le Moyne and take a place in society. Prerequisites: Minimum of 10 BIO/ESS credits.

BIO 340. Parasitology (4).

Parasitism is the most prevalent and one of the most biologically complex of all symbiotic relationships. Parasites historically have had and continue to have a tremendous impact on the health and welfare of humans and other animals. This course explores the diversity of parasitic organisms and the adaptations which permit them to live in or on other organisms, as well as consequences to the host. Prerequisites or corequisites: BIO 191-192 and one 200-level course. Three hours lecture and three hours laboratory per week. Carries biology major credit.

BIO 348 (ESS 348). Environ Research in the Field: Iceland (4).

The environment of Iceland is shaped by the immensely dynamic geologic processes of active volcanoes and glaciers, but this environment is also deceptively fragile and subject to anthropogenic influence. The present landscape has resulted from this interaction of human and natural processes. A semester of classroom activity culminates in a field session where students conduct research on the processes of environmental change in Iceland.

BIO 350. Invertebrate Biology (4).

This course introduces the study of invertebrate animals; classification, structure and life cycles are presented in detail. Prerequisites: BIO 191-192. Three hours lecture and three hours laboratory per week. Carries biology major credit.

BIO 360. Insect Ecology (4).

Insects outnumber all other species on this planet, and they have crucial roles in ecosystem structure and processes. This course explores the diversity of interactions between insects and other organisms in

ecosystems, as well as insects' impact on the non-living environment. Prerequisites: BIO 191, 192, BIO 225. Three hours lecture and three hours laboratory per week. Carries biology major credit.

BIO 375. Introduction to Neurobiology (4).

The uniqueness of the central nervous system is explored in lectures and laboratory sessions dealing with the developmental, anatomical, and physiological aspects of neurobiology. This course is intended for biology and psychology majors and may be taken by others who are minoring in biology. Three lectures and three hours laboratory per week. Prerequisites and corequisites: BIO 191-192, BIO 218; CHM 223 is recommended, or by permission of instructor.

BIO 380 (LIB 380). Information in the Biological Sciences (1).

This course will introduce the changing information landscape in the biological sciences, and help students become advanced database and "free web" searchers. Students will also become familiar with the social and ethical issues relating to the production and use of scientific information in an increasingly digital society. Prerequisite(s): BIO 191, BIO 192, and BIO 218 or permission of instructor.

BIO 381. Disease and Disorders of the Nervous System (3).

This course will examine several diseases and disorders of the nervous system. Symptoms, diagnoses, and prognoses of numerous pathologies will be investigated along with in-depth discussions of the anatomical and physiological changes that occur relative to the healthy nervous system. A particular emphasis will be placed on cellular and molecular changes. Students will supplement lecture material with primary literature searches investigating ongoing research including current and future strategies to treat and detect the disorders. Case studies will also be utilized to demonstrate how dysfunction can manifest in the patient, subsequently reinforcing our understanding of how the nervous system performs. Prerequisites: BIO 218; also BIO 281-282 or BIO 375 or permission of the instructor.

BIO 390 (ESS 390). Independent Study in Bio & Natural Syst (1-3).

A student may pursue a semester or more of independent study in a specialized area of biology of mutual interest to the student and one or more members of the faculty in the department. This course is for the above average student whose interests and abilities go farther than normal course offerings. Proposals, indicating credit sought, must have approval prior to registration. Prerequisites or corequisites: 15 credit hours in BIO in addition to BIO 380. Carries biology major credit for the tenth biology course.

BIO 409. Virology (3).

This course will explore fundamental aspects of viral biology including viral replication strategies, structural attributes, virus evolution and tactics used by viruses to evade host immune responses. Several currently relevant viruses will be discussed in detail to explore how molecular features of viruses impact human disease. In addition,

we will discuss the broader applications of virology with particular emphasis on viruses and cancer, the use of viruses in vaccine approaches and gene therapy, targeting bacterial infections with bacteriophage and newly emerging viruses. In addition to lecture material, students will critically read and discuss primary virological literature.

BIO 410. Toxicology (3).

This course is designed to be of interest to students of environmental biology as well as those planning for a career in the health professions. General principles and mechanisms of toxicology, effects of exposure to different types of toxins, and various applications of toxicology will be discussed. Prerequisites or corequisites: BIO 191, 192, 218; CHM 223, 224. Three hours of lecture per week. Carries biology major credit.

BIO 412. Immunology (3).

This course will offer students the opportunity to study the function of one of the human body's most intricate, and somewhat underappreciated systems. Students will examine how the human immune system is capable of producing a coordinated response to combat infectious organisms as well as what can happen when the immune system functions improperly. Coupled with establishing a base of immunology fundamentals will be the opportunity for the students to apply the knowledge acquired from text readings and from lecture. Through the individual and group discussion of primary scientific literature throughout the semester the student will be able to develop critical thinking and analytical skills. Three hours of lecture per week. Prerequisite: BIO 218. BIO 281 and 282 are recommended.

BIO 418. Advanced Molecular Biology (4).

This is an advanced, lab-intensive course focusing on the application and development of molecular genetic data. Lectures will focus on the practical applications of molecular data to address ecological, evolutionary, and medical questions. Lectures will also provide students with the theoretical background necessary to understand current molecular analytical and lab techniques. Labs will provide students with hands-on experience generating and analyzing molecular genetic data. Two hours lecture and six hours laboratory per week. prerequisites or corequisites: BIO 218; CHM 223-224 and at least junior standing.

BIO 420-424. Topics in Biology (3-4).

This course has a seminar and lecture format to study selected questions in biology. Student participation in discussions is an important part of the course. Prerequisites: 15 credit hours in biology and permission of the instructor. Carries biology major credit.

BIO 422. Special Topics in Biology: Criminalistics for Biologists (3).

This course will allow upper level biology majors to discover how information they have learned in their natural and physical science courses is utilized in criminalistics. In addition to lectures, students will participate in a number of "hands on" mini-laboratory sessions that will allow them to perform techniques used in the collection of evidence from a crime scene, as well as laboratory analyses of this evidence. Prerequisites for this course include completion of BIO 218 and

CHM 224; recommended courses include completion of BIO 281-282 and two semester of physics. Prerequisites: BIO 218, CHM 224.

BIO 427. Bioinformatics (4).

Bioinformatics is the use of computer technology to store and analyze large genetic and genomic datasets. The availability of these datasets and increasing computational abilities have led to a "bioinformatics revolution" in biology with applications in many biological disciplines, including molecular ecology and health care. In this course, students will learn the theory behind the major concepts of bioinformatics and apply this knowledge analyzing biological datasets in computer labs. Topics covered may include searching sequence databases, sequence alignment, sequence motif discovery, phylogenetic analyses, analysis of protein and nucleic acid structure and genome mapping. Three hours lecture and three hours computer laboratory per week. Prerequisites: BIO 218. Carries biology major credit.

BIO 431. Mammalian Physiology (3).

This course is designed to teach basic principles of mammalian physiology involving the following systems: nervous, endocrine, muscular, circulatory, excretory, digestive, immune and reproductive. Prerequisites: BIO 191-192, BIO 218. CHM 223-224 recommended. Carries biology major credit. Students may take either BIO 431 or BIO 281-282, but not both.

BIO 458 (ESS 458). Global Climate Systems (3).

In this class, students will come to recognize that Earth's biosphere, atmosphere, hydrosphere, and geosphere operate in complexly linked systems in which various components are exchanged over greatly varying time scales. Using laboratory and field studies, students will measure, discuss and define the impact of global change on natural systems. Prerequisites: Chm151/152 and a minimum of 15 credits of BIO, including at least one course in the Ecology/Population Biology Area.

BIO 460 (CHM 460). Biochemistry I (3).

A lecture course in the chemistry of physiologically relevant compounds. These include proteins, nucleic acids, carbohydrates and lipids. The interactions, regulation and metabolism of these compounds will be introduced. Prerequisites: CHM 224 and BIO 191 or permission of instructor. Three hours of lecture per week. Carries biology major credit.

BIO 461 (CHM 461). Biochemistry II (3).

This course is a continuation of BIO 460. Topics to be covered include cellular metabolism and energy production; synthesis and degradation of lipids, amino acids, nucleotides; and regulation of gene expression. Prerequisite: BIO 460. Carries biology major credit.

BIO 462 (CHM 462). Biochemistry Laboratory (1).

This laboratory will introduce techniques for studying proteins, nucleic acids and lipids. Prerequisites: CHM 224 and BIO 191, or permission

of instructor. Prerequisite or corequisite: BIO 460. Carries biology major credit.

BIO 470 (PSC 470/ESS 470). Seminar: Environmental Topics (3).

This advanced seminar provides students with the opportunity to explore the complexity of environmental issues in detail. By choosing current topics and analyzing the scientific and socio-economic factors underlying environmental problems, students will develop greater awareness and understanding of society's ability to mitigate these problems. This course places a high emphasis on oral and written presentation skills.

BIO 471. Perspectives on Human Life (3).

The meaning and implications of biological evolution, genetic engineering and population growth are considered in this course, with special reference to the consequences of the issues on human life. Prerequisites: BIO 191-192. Three hours lecture/week. Carries biology major credit.

BIO 475. Stem Cell Biology (3).

This course will examine the relatively new and expanding field of Stem Cell Biology. Students will dissect and analyze the most current primary literature from this exciting new field along with examining the basic science of molecular biology, fate determination, cell proliferation and differentiation. We will analyze the biology and ethics involved in this rapidly growing field and discuss the direction this field might and perhaps should go in. Throughout this course we will discuss how this field of study may impact our lives along with the potential benefits and dangers of this pursuit. Prerequisite: BIO 218.

BIO 480. Seminar: Biology of Cancer (3).

This seminar will offer advanced students the opportunity to further develop research and presentation skills required in graduate or medical school. Cancer biology is an area of intense research in fields ranging from toxicology and environmental biology to molecular biology. This seminar will examine the cell and molecular basis of cancer as a means to improve students' ability to critically evaluate the scientific literature. Students will select papers from the scientific literature for analysis and presentation in both written and oral formats. Students may be required to attend a scientific lecture off campus during the semester. Prerequisites or corequisites: BIO 218 and junior or senior standing in biological sciences or biochemistry or permission of the instructor. Three hours of lecture per week. Carries biology major credit.

BIO 481. Seminar: Endocrine Disruptors (3).

This seminar will offer upper level students in the sciences the opportunity to develop or enhance research and presentation skills required in graduate or professional school. Improper use and disposal of chemicals and physical agents by humans have caused a number of adverse effects in all living things. This seminar will specifically focus on environmental contaminants that have been shown to alter the function of the endocrine system in wildlife and humans.

Although this course will utilize textbooks, it will rely heavily on the scientific literature for additional readings and assignments. Students may be required to attend one scientific lecture off campus during the semester. Prerequisites or corequisites: BIO 218, junior or senior standing in biological sciences or biochemistry or permission of the instructor. Carries biology major credit.

BIO 490. Internship in Biology (1-3).

A limited number of students observe, study or participate in a learning experience in a setting relevant to their specific interests and needs. Students take an active role in finding internship opportunities. Prerequisite: 15 credit hours in biology and permission of the department. Counts as college free elective.

BIO 499 (ESS 499). Research in Bio & Environmental Systems (3).

The student conducts a laboratory or field investigation under the guidance of the faculty in the department. Proposals, indicating credits sought, must have approval prior to registration. Written research report and oral public presentation of the research are required. Prerequisites and corequisites: 15 credit hours in environmental science or biology in addition to BIO 380. For biology majors, three credits of BIO 499 carries credit for the 10th biology course. For ESS majors, three credits of ESS 499 is required for graduation.

BSC 105. Exercise Physiology (3).

This course studies the physiology of exercise, including concepts of work, muscle contraction, energy transformation, metabolism, oxygen debt, nutrition and athletic performance. Emphasis is placed on cardiovascular and respiratory function in relation to physical activity and training. No prerequisite. Three hours lecture/week. Does not carry biology major credit.

BSC 110. Paleobiology - Dinosaurs & Their World (3).

The term "paleobiology" encompasses the study of any ancient life, but this course focuses on a single group, the dinosaurs, an incredibly diverse assemblage of animals that dominated the ancient landscape for over 130 million years. The public appreciation and fascination with dinosaurs has grown steadily in the 180 years following their modern discovery. This course uses dinosaurs as a vehicle for a broader investigation of the biological and physical systems that comprise planet Earth, and the inter-related nature of these systems as they relate to the evolution and extinction of Earth's inhabitants over the vastness of geologic time. Does not carry biology major credit.

BSC 111. Ecology and the Environment (3).

This course focuses on basic ecological principles, especially the effects of human activities on our life-supporting environment. No prerequisite. Three hours lecture/week. Does not carry biology major credit. This course may not be taken by biology majors as a free elective. Minors should consult with the department chair.

BSC 114. Survival of the Fitness (3).

This course will broadly examine the role of food, nutrition and exercise on the body. Current issues such as diabetes and obesity will be addressed from the lens of physical fitness and food intake. Students will survey their own fitness and participate in activities investigating the effects of physical activity on the body. Some class periods will be held in the recreation center. Does not carry biology major credit.

BSC 115. Hormones and Your Health (3).

This course for non-science majors, designed to fulfill the core science requirement, will introduce students to the importance of appropriate hormone function to their health. Students will learn basic concepts of hormone production, release, circulation throughout the body, and how hormones are required for proper body function. Alterations of normal hormone function by environmental toxins, one's health status and common medications will also be discussed. Three hours of lecture per week. Does not carry biology major credit.

BSC 118. Medicine, Media, Myths: Fact Or Fiction? (3).

This course for non-science majors is designed to fulfill the core science requirement. In this course, we will examine some important biological topics in the popular media including vaccines, bird flu, and stem cells. With inconsistent and ever-changing media attention, political bias, corporate spin, or lack of information, it is sometimes difficult to know what the real scientific evidence suggests. We will examine how well (or poorly) the public is informed about important medical issues through the popular media and compare this to what is published in the scientific literature. We will further examine the biological basis of these topics and discuss why they are important to us and future generations. This course will emphasize the importance of becoming informed and not just accepting what the media tells us. Does not carry major credit. Not open to Biology majors.

BSC 125. Ethnobotany: The Plants People Use (3).

This course examines plants and their biology, focusing on those used by people. Ethnobotany studies the use of plants in indigenous societies, but also fosters awareness of plants used by industrialized cultures and plants of historical importance. Fundamental scientific and botanical concepts advance an understanding of diet, herbal medicines, plant products in manufacturing, biotechnology and conservation biology. Three hours of lecture per week. Does not carry biology major credit.

BSC 127 (ESS 127). Global Environment-Galapagos (3).

The Galapagos islands are a geologically and ecologically unique environment that also occupy a significant place in the history of biological science. This course will examine the geological and ecological processes that have shaped this fragile environment and its inhabitants. Additionally, significant attention will be devoted to the role the islands played in the development of evolutionary theory. Does not carry biology major credit.

BSC 128 (ESS 128). Global Ecosystems: Costa Rica (3).

Understanding the function of ecosystems around the world, particularly those that exist within a sensitive climatic balance, is important for all students. This introductory course offers students the opportunity to study the fundamentals of evolution, ecology and earth science culminating in a two-week field experience in Costa Rica. Students will explore the principles of scientific investigation; comparisons of floral and faunal diversity in high-altitude (cloud) versus low-altitude (rain) forests; comparisons of highland and lowland soils; types of volcanic activity in an active volcanic arc; effects of volcanic activity on ecological diversity and soil formation; and operation of coastal processes on a geologically young coastline. Lectures, readings and discussions will be conducted at Le Moyne as well as at the field sites. Satisfies core science requirement. Additional fees will be required for this course. Does not carry biology major credit.

BSC 129 (ESS 129). Global Ecosystems: North America (3).

This introductory level field course will offer students the opportunity to study the fundamentals of ecosystem and earth science, with specific reference to North America. This study will involve travel for two weekends in the Adirondacks and for an extended weekend to northern Arizona. Field-based learning activities will examine the geological and ecological processes that determine the structure and function of these two systems. Does not carry Biology major credit. Satisfies Core science requirement.

BSC 135. Bodyworks: The Human Body (3).

This one semester course provides a study of the human body from combined anatomical and physiological perspectives. This course will include a "hands on" experiential component in order for students to engage in the scientific process. Such activities as measurement of physiological responses, and study of both dissected specimens and three dimensional models of human organ systems will enhance student learning. Does not carry biology major credit. Satisfies NAT SCI 1 requirement.

BSC 201. Human Anatomy & Physiology I (4).

This course is the first in a two-semester sequence providing a study of anatomy and physiology in the human body. Initial portions of the course will include terminology, cell biology, biological chemistry, and tissues. Body systems covered include the skeletal, muscle, nervous, and integumentary. The cat is the primary dissection specimen in the laboratory. Dissection required. Pre-requisites: none. Three hours of lecture and two hours of laboratory per week. Does not carry biology major credit.

BSC 202. Human Anatomy & Physiology II (4).

This course is the second in a two-semester sequence providing a study of anatomy and physiology in the human body. Topics covered include the special senses, and the endocrine, circulatory, immune, respiratory, digestive, urinary and reproductive systems. Dissection required. Pre-requisites: a grade of C or better in BSC 201. Three hours of lecture and two hours of laboratory per week. Does not carry biology major credit.

BSC 205. Basic Microbiology (4).

This course is a survey of microbial life with special emphasis on those organisms of clinical interest. Laboratory exercises emphasize the isolation, identification and control of microorganisms. Three hours of lecture and two hours laboratory per week. Prerequisite or corequisite: BSC 201, 202. Does not carry biology major credit.

BSC 340 (PSY 340). Brain and Behavior (3).

A study of the relationship of the brain and body to behavior. Emphasis is on the central nervous system. Topics include neuro-anatomy, neural cell processes, hemispheric functions, hormonal regulation of behavior, physiological mechanisms involved in attention, arousal and sleep, and the neural bases of emotions learning and memory and psychological disorders. Prerequisites: PSY 101 or permission of the instructor. Does not carry biology major credit.

BSC 345. Pathophysiology (3).

This course is a comprehensive coverage of the basic pathophysiological mechanisms and specific diseases and disorders affecting all of the major organ systems of the human body. The concepts of pathophysiology, especially for the most commonly encountered diseases and disorders, are covered in detail, including such topics as genetics/heredity, immune system problems, inflammation and infection, endocrinology, and malignant processes. The etiology and progression of disease and disorder states are examined from the micro (cellular) and macro (organ) level. Prerequisites: BSC 201, BSC 202 and BSC 205. Does not carry biology major credit. Registration for this course is limited to nursing majors, except by permission from the Chair of Nursing.

BSC 346. Phys Chg & Care Giv/ Wellness in Aging (3).

This course will assist students to advise elders and their families with decisions related to lifestyle as the physical changes of aging become prominent forces in maintaining independence. The course content and activities will introduce the students to normal adult anatomy and physiology and the changes associated with aging. A body systems approach will be used to discuss age related changes in physical structure and function and the associated environmental and lifestyle practices that can support a healthy aging process. This course does not carry biology major credit.

BSC 435 (NSG 535). Epidemiology (3).

Epidemiological principles and methods are presented with emphasis on the health status and health needs of a population, on levels of prevention, on susceptibility, communicability, and modes of transmission, and on promotion of health using various strategies. Statistical measures are applied to describe the incidence and prevalence of disease, fertility rates, morbidity and mortality rates, health beliefs and behaviors, socioeconomic, ethnic and racial disparities, causality of disease and disability, and risk factors for the purpose of evidence-based decision making in public health. Prerequisites or corequisites: BSC 201 and BSC 202 or equivalent; BSC 205 or BSC 325; MTH 110 or MTH 111; a research methods course such as NSG 350 or PSY/SOC/CJS 201 or PSC

202, BIO 499 or by permission of the chair. Does not carry biology major credit. Registration for this course is limited to nursing majors, except by permission from the Chair of Nursing.

ESS 121. Global Resources (3).

Resources can be thought of as anything that an organism needs for survival. While this holds true for all life forms, in this class we will focus primarily on humans and human societies. The consumption of resources often results in a struggle for survival and this competition manifests itself at many levels, from the town and region (which tribes and ethnic groups have access to the best land and water supply); to the nation (control of the nation's oil, water, mines), and to the world at large. Does not carry biology major credit.

ESS 127 (BSC 127). Global Environment-Galapagos (3).

The Galapagos islands are a geologically and ecologically unique environment that also occupy a significant place in the history of biological science. This course will examine the geological and ecological processes that have shaped this fragile environment and its inhabitants. Additionally, significant attention will be devoted to the role the islands played in the development of evolutionary theory. Additional fees will be required for this course. Does not carry biology major credit.

ESS 128 (BSC 128). Global Ecosystems: Costa Rica (3).

Understanding the function of ecosystems around the world, particularly those that exist within a sensitive climatic balance, is important for all students. This introductory course offers students the opportunity to study the fundamentals of evolution, ecology and earth science culminating in a two-week field experience in Costa Rica. Students will explore the principles of scientific investigation; comparisons of floral and faunal diversity in high-altitude (cloud) versus low-altitude (rain) forests; comparisons of highland and lowland soils; types of volcanic activity in an active volcanic arc; effects of volcanic activity on ecological diversity and soil formation; and operation of coastal processes on a geologically young coastline. Lectures, readings and discussions will be conducted at Le Moyne as well as at the field sites. Satisfies core science requirement. Additional fees will be required for this course. Does not carry biology major credit.

ESS 129 (BSC 129). Global Ecosystems: North America (3).

This introductory level field course will offer students the opportunity to study the fundamentals of ecosystem and earth science, with specific reference to North America. This study will involve travel for two weekends in the Adirondacks and for an extended weekend to northern Arizona. Field-based learning activities will examine the geological and ecological processes that determine the structure and function of these two systems. Does not carry Biology major credit. Satisfies core science requirement. Additional fees will be required for this course. Does not carry biology major credit.

ESS 205. Physical Geology (4).

Physical Geology is an introduction to the study of the composition of the Earth and the processes that operate internally and at the surface. Students are introduced to basic geological concepts including plate tectonics, volcanoes, earthquakes, geologic time, types of rocks that form the crust and how they form, and surficial processes. Three hours lecture and three hours of laboratory per week. Does not carry biology major credit.

ESS 238. History of Earth and Its Inhabitants (4).

This course utilizes readings, lectures, laboratory activities and field trips to examine the physical changes that have occurred on the surface of our planet and the history of life on earth. Key concepts include the tectonic evolution of North America and the fossil record of evolution, with emphasis on the geologic history of the New York region. Some travel may occur on weekends. Prerequisites: BSC/ESS 127, 128, 129 or ESS 208 or permission of instructor. Does not carry biology major credit.

ESS 250. Water Resources (4).

This course shows the variety of ways that water impacts on the natural and man-made worlds. One of the original four 'elements', water is becoming more vital than ever, as a consequence of the continuing increases in human population, pollution, and changes in climate. The course explores the ancient concept of the water cycle in a modern context to give an appreciation of the importance of water and water quality to plants, animals and humans. Three hours lecture, three hours laboratory per week. Carries ESS major credit. Prerequisites: CHM 151 and CHM 152. Recommended: ESS 205. Does not carry biology major credit.

ESS 260 (ENS 260). Sustainability: Ecological Entrepreneurship (3).

The concept and practice of Sustainable Growth and Development have generated increasing concern over the past four decades. Recently, due to a heightened focus on climate change, ecological damage, rising inequalities of resource distribution, etc., even more attention and effort have been directed toward the concept of Sustainability. This course explores the connections among science, technology, products, and markets in the service of society, (emphasizing that none of these forces works in a vacuum), in order to study the many aspects of sustainability. Students are encouraged to be entrepreneurs of sustainability, acting to find a balance among social, ecological, and economic needs. Course satisfies core natural science requirement. Sophomore standing or permission of the instructor. Does not carry biology major credit.

ESS 265 (BIO 265). Intro to Geographic Info Systems (3).

This course is designed to introduce students to Geographic Information Systems (GIS), a set of hardware, software, and methods for the capture, storage, management, manipulations, analysis, modeling, and display of geographic information. This course will provide

an introduction to GIS application and analysis. Course work will emphasize use of industry standard software. Two hours lecture, two hours lab per week. Carries BIO and ESS major credit.

ESS 320. Earth's Surface (4).

This course describes the interaction of sedimentary, hydrologic, and biologic processes at the surface of the Earth, with particular attention to the role of organisms and climate on the formation and erosion of soils. Topics will include sedimentary processes, landforms, surficial hydrology, pedogenesis, fluvial and glacial processes and landforms. Significant fieldwork and mapping applications will be a part of this course. Three hours of lecture and three hours of laboratory per week are required. Prerequisites: NSS 205 or permission. Does not carry biology major credit.

ESS 335 (BIO 335). Biodiversity (3).

This course is designed to acquaint the student with the phenomenal diversity of life with which we share this planet. To do this we will refresh the students' memories concerning evolution and the various mechanisms through which communities of life forms have become adapted to their environment. We will spend some time with taxonomy and biogeography before we can begin to examine the current state of biodiversity as well as future trends. The implications of these trends will signal a stopping point for the course but will hopefully serve as a beginning for the student as they move away from Le Moyne and take a place in society. Prerequisites: Minimum of 10 BIO/NSS credits.

ESS 340 (CHM 340). Environmental Chemistry (3).

The focus of this course is on understanding the underlying chemical principles and reactions of natural systems and anthropogenic compounds in the environment. Topics such as chemistry of the atmosphere, aqueous media, pollutants and energy sources will be covered. The emphasis of the course is on chemical aspects of environmental science, so a general background in chemistry is a prerequisite. Does not carry biology major credit. Prerequisites: CHM 223.

ESS 340L (CHM 340L). Environmental Chemistry Laboratory (1).

This is an optional laboratory course that further explores topics covered in the lecture course. The lecture course (NSS 340) may be taken with or without this lab course (NSS 340L). Emphasis is on analytical methods, green chemistry techniques and investigation of materials. Three hours laboratory each week.

ESS 348 (BIO 348). Environ Research in the Field: Iceland (4).

The environment of Iceland is shaped by the immensely dynamic geologic processes of active volcanoes and glaciers, but this environment is also deceptively fragile and subject to anthropogenic influence. The present landscape has resulted from this interaction of human and natural processes. A semester of classroom activity culminates in a field session where students conduct research on the processes of environmental change in Iceland.

ESS 390 (BIO 390). Independent Study in Bio & Natural Syst (1-3).

A student may pursue a semester or more of independent study in a specialized area of biology of mutual interest to the student and one or more members of the faculty in the department. This course is for the aboveaverage student whose interests and abilities go farther than normal course offerings. Proposals, indicating credit sought, must have approval prior to registration. Prerequisites or corequisites: 15 credit hours in biology in addition to B10 380. Carries biology major credit for the tenth biology course.

ESS 458 (BIO 458). Global Climate Systems (3).

In this class, students will come to recognize that Earth's biosphere, atmosphere, hydrosphere, and geosphere operate in complexly linked systems in which various components are exchanged over greatly varying time scales. Using laboratory and field studies, students will measure, discuss and define the impact of global change on natural systems. Prerequisites: Chm151/152 and a minimum of 15 credits of BIO, including at least one course in the Ecology/Population Biology Area.

ESS 470 (BIO 470/PSC 470). Seminar: Environmental Topics (3).

This advanced seminar provides students with the opportunity to explore the complexity of environmental issues in detail. By choosing current topics and analyzing the scientific and socio-economic factors underlying environmental problems, students will develop greater awareness and understanding of society's ability to mitigate these problems. Does not carry biology major credit. This course places a high emphasis on oral and written presentation skills.

ESS 490. Internship in Environmental Science (1-3).

Students gain real-world experience in the application of the principles of environmental professionals in industry, academia or nongovernmental organizations. Students may take an active role in identifying potential internship opportunities, but actual experiences must be approved for academic credit by supervising faculty. Minimum three hours per week of approved experiences for each hour of credit. Counts as major elective for ESS. Does not carry biology major credit.

ESS 499 (BIO 499). Research in Bio & Environmental Systems (3).

The student conducts a laboratory or field investigation under the guidance of the faculty in the department. Proposals, indicating credits sought, must have approval prior to registration. Written research report and oral public presentation of the research are required. prerequisites and corequisites: 15 credit hours in environmental science or biology in addition to BIO 380. For biology majors, three credits of BIO 499 carries credit for the 10th biology course. For ESS majors, three credits of ESS 499 is required for graduation.



Chemistry

Chair: Carmen J. Giunta

Associate Professor(s): Theresa L. Beaty, Michael P. Masingale, Joseph J. Mullins, Anna O'Brien

Adjunct(s): Olivia Barrett, Elizabeth Danaher, Thomas Donegan, Donald Hughes, Pushkar Kaul, Barbara Leo, Gerard McPhee, Charles Montgomery, James Morgan, Terence Morrill, Rachel Henriques Porter, Steven Rubenstein, Farhana Syed, Nisha Varghese

The chemistry program has been accredited by the American Chemical Society and closely follows the recommendations of that society in the design of its academic programs.

The minimum requirements for the B.S. degree in chemistry include two semesters of each of the following areas: general, organic, analytical and physical chemistry; inorganic chemistry and biochemistry; and one upper-division chemistry elective. A student completing the program is certified by the American Chemical Society. Exceptions to American Chemical Society certification may be made by the department chair.

Chemistry Major

This is the major sequence usually leading to advanced studies in the field.

Each chemistry major will have the opportunity to participate in an original research project under the supervision of a faculty member. The department encourages all majors to become involved in the research program. An honors program in chemistry is also available. Please contact the department chair.

Chemistry Major -B.S.

Core Requirements	Hours
COR 100 First Year Seminar	3
WRT 101 Critical Writing	3
PHL 110 Introduction to Philosophy	3
HST 110 - HST 111 World Civilization	6
ENG 210 Major Authors	3
PHL 210 Moral Philosophy	3
Theology	3
EAC Encountering Another Culture/Language	6
ENG 310 Literature and Culture	3
Mathematics	3
Social Science	3

Natural Science	3
IDS Interdisciplinary Studies*	3
Religion	3
COR 400 Transformations	3
Visual & Performing Arts*	1
Diversity*	0

NOTE: Some Core requirements may be fulfilled by major requirements.

* See core section for more information. Because there have been substantial changes to the core curriculum, the above requirements may not apply to all students; for students who entered Le Moyne College prior to Fall 2013, be sure to consult with your advisor for appropriate course selection(s).

Major Requirements	Hours
CHM 151 Chemical Principles I	3
CHM 151L Chemical Principles I Laboratory	1
CHM 152 Chemical Principles II	3
CHM 152L Chemical Principles II Lab	1
CHM 223 Organic Chemistry I	3
CHM 223L Organic Chemistry 1 Lab	1
CHM 224 Organic Chemistry II	3
CHM 224L Organic Chemistry II Lab	1
CHM 280 Information in Chemistry and Physical Sciences	1
CHM 311 Analytical Chemistry	4
CHM 312 Instrumental Methods of Analysis or CHM 320 & 322 Instrumental Methods of Analysis	4
CHM 327 Physical Chemistry I	3
CHM 328 Physical Chemistry II	3
CHM 331 Physical Chemistry Laboratory	1
CHM 332 Physical Chemistry II Laboratory	1
CHM 435 Inorganic Chemistry	3
CHM 460 Biochemistry I	3
Chemistry Elective (upper division)	3

Major Support	Hours
BIO 191 General Biology I	4
PHY 105-106 General Physics (recommended) or PHY 101-102	6
PHY 103 General Physics Laboratory	1
PHY 104 General Physics Laboratory	1
MTH 145 Calculus I	4
MTH 146 Calculus II	4

Electives	Hours
Free Electives	24

Typical Program for **Chemistry Major -B.S.**

First Semester	Hours	Second Semester	Hours
Freshman Year			
WRT 101	3	HST 111	3
CHM 151	3	CHM 152	3
CHM 151L	1	CHM 152L	1
MTH 145	4	MTH 146	4
HST 110	3	Social Science	3
COR 100	3	PHL 110	3
Sophomore Year			
CHM 223	3	CHM 224	3
CHM 223L	1	CHM 224L	1
PHY 105	3	PHY 106	3
PHY 103	1	PHY 104	1
ENG 210	3	EAC	3
Theology	3	Elective	3
EAC	3	PHL 210	3
Junior Year			
BIO 191	4	CHM 328	3
CHM 327	3	CHM 332	1
ENG 310	3	CHM 280	1
CHM 331	1	Elective	3
CHM 435	3	IDS	3
Elective	3	Elective	3
Senior Year			
Religion	3	CHM 312	4
CHM 311	4	Elective	3
Elective	3	Elective	3
Elective	3	CHM Elective	3
CHM 460	3	COR 400A	3
VPA	1		

Chemistry Major with a Minor in Biology

A second way of achieving a B.S. degree in chemistry includes a simultaneous minor in biology. In addition to providing the student with the background required for a meaningful career in chemistry, this program is also designed to prepare the student for further studies in biochemistry, medicine, dentistry (including all requirements for admission to such programs), as well as graduate studies in these and related fields. This curriculum would permit an easy transition to a major in biochemistry or biology should the student find these subjects of greater interest. A number of free electives are permitted, making this a very flexible program. A suggested form for the program follows.

Chemistry Major B.S. with a Minor in Biology

Core Requirements	Hours
COR 100 First Year Seminar	3
WRT 101 Critical Writing	3
PHL 110 Introduction to Philosophy	3
HST 110 - HST 111 World Civilization	6
ENG 210 Major Authors	3
PHL 210 Moral Philosophy	3
Theology	3
EAC Encountering Another Culture/Language	6
ENG 310 Literature and Culture	3
Mathematics	3
Social Science	3
Natural Science	3
IDS Interdisciplinary Studies*	3
Religion	3
COR 400 Transformations	3
Visual & Performing Arts*	1
Diversity*	0

NOTE: Some Core requirements may be fulfilled by major requirements.

* See core section for more information. Because there have been substantial changes to the core curriculum, the above requirements may not apply to all students; for students who entered Le Moyne College prior to Fall 2013, be sure to consult with your advisor for appropriate course selection(s).

Major Requirements	Hours
CHM 151 Chemical Principles I	3
CHM 151L Chemical Principles I Laboratory	1
CHM 152 Chemical Principles II	3
CHM 152L Chemical Principles II Lab	1
CHM 223 Organic Chemistry I	3
CHM 223L Organic Chemistry 1 Lab	1
CHM 224 Organic Chemistry II	3
CHM 224L Organic Chemistry II Lab	1
CHM 280 Information in Chemistry and Physical Sciences	1
CHM 311 Analytical Chemistry	4
CHM 312 Instrumental Methods of Analysis or CHM 320 & 322 Instrumental Methods of Analysis	4
CHM 327 Physical Chemistry I	3
CHM 328 Physical Chemistry II	3
CHM 331 Physical Chemistry Laboratory	1
CHM 332 Physical Chemistry II Laboratory	1
CHM 435 Inorganic Chemistry	3
CHM 460 Biochemistry I	3
Chemistry Elective (upper division)	3

Major Support	Hours
BIO 191 General Biology I	4
PHY 105-106 General Physics (recommended) or PHY 101-102	6

PHY 103 General Physics Laboratory	1
PHY 104 General Physics Laboratory	1
MTH 145 Calculus I	4
MTH 146 Calculus II	4

Minor Requirements	Hours
BIO 192 General Biology II	4
BIO 218 Cell and Molecular Biology	4
Biology Elective	3

Electives	Hours
Free Electives	13

Typical Program for Chemistry Major B.S. with a Minor in Biology

First Semester	Hours	Second Semester	Hours
Freshman Year			
CHM 151	3	CHM 152	3
CHM 151L	1	CHM 152L	1
BIO 191	4	BIO 192	4
MTH 145	4	MTH 146	4
WRT 101	3	Social Science	3
COR 100	3	PHL 110	3
Sophomore Year			
CHM 223	3	CHM 224	3
CHM 223L	1	CHM 224L	1
PHY 105	3	PHY 106	3
HST 110	3	HST 111	3
ENG 210	3	PHL 210	3
PHY 103	1	PHY 104	1
Theology	3	Elective	3
Junior Year			
CHM 327	3	CHM 328	3
CHM 331	1	CHM 332	1
EAC	3	EAC	3
CHM 435	3	IDS	3
BIO 218	4	CHM 280	1
		Biology Elective	3
		Elective	1
Senior Year			
CHM 311	4	CHM 312/320 & 322	4
CHM 460	3	CHM Elective	3
ENG 310	3	Elective	3
Elective	3	Elective	3
Religion	3	COR 400A	3
		VPA	1

Note: An interdisciplinary major in biochemistry is available.

Chemistry with a Concentration in Pre-Engineering

The chemistry B.S. can be taken with a pre-engineering concentration to serve as the foundation for the Bachelor's in Chemistry and Master's in Chemical Engineering degree program at Syracuse University.

B.S. in Chemistry and M.S. in Chemical Pre-Engineering

Core Requirements	Hours
COR 100 First Year Seminar	3
WRT 101 Critical Writing	3
PHL 110 Introduction to Philosophy	3
HST 110 - HST 111 World Civilization	6
ENG 210 Major Authors	3
PHL 210 Moral Philosophy	3
Theology	3
EAC Encountering Another Culture/Language	6
ENG 310 Literature and Culture	3
Mathematics	3
Social Science	3
Natural Science	3
IDS Interdisciplinary Studies*	3
Religion	3
COR 400 Transformations	3
Visual & Performing Arts*	1
Diversity*	0

NOTE: Some Core requirements may be fulfilled by major requirements.

* See core section for more information. Because there have been substantial changes to the core curriculum, the above requirements may not apply to all students; for students who entered Le Moyne College prior to Fall 2013, be sure to consult with your advisor for appropriate course selection(s).

Major Requirements	Hours
CHM 151 Chemical Principles I *	3
CHM 151L Chemical Principles I Laboratory *	1
CHM 152 Chemical Principles II *	3
CHM 152L Chemical Principles II Lab *	1
CHM 223 Organic Chemistry I *	3
CHM 223L Organic Chemistry 1 Lab *	1
CHM 224 Organic Chemistry II *	3
CHM 224L Organic Chemistry II Lab *	1
CHM 280 Information in Chemistry and Physical Sciences	1
CHM 311 Analytical Chemistry	4
CHM 312 Instrumental Methods of Analysis	4
CHM 327 Physical Chemistry I *	3
CHM 328 Physical Chemistry II *	3
CHM 331 Physical Chemistry Laboratory *	1
CHM 332 Physical Chemistry II Laboratory *	1

CHM 435 Inorganic Chemistry	3
CHM 460 Biochemistry I	3
CHM elective**	

Major Support	Hours
MTH 145 Calculus I *	4
MTH 146 Calculus II *	4
MTH 245 Calculus III *	4
MTH 304 Differential Equations for Scientists And Engineers *	4
MTH 311 Introduction to Probability Theory *	3
BIO 191 General Biology I	4
PHY 103 General Physics Laboratory *	1
PHY 104 General Physics Laboratory *	1
PHY 105 General Physics Scientists/Engineers I *	3
PHY 106 General Physics Scientists/Engineers II *	3
PHY 333 Computational Physics *	3
ECS 326 Engineering Materials, Properties and Processing*+	3
CEN 231 Mass and Energy Balances*+	3
CEN 333 Fluid Transport*+	3
CEN 341 Fundamentals of Heat and Mass Transfer*+	4
CEN 587 Chemical Reaction Engineering*+	3

*Satisfies prerequisites for admission to MS program.

**Satisfied by ECS 326 or CEN 587.

+Taken at Syracuse University.

Typical Program for B.S. in Chemistry and M.S. in Chemical Pre-Engineering

First Semester	Hours	Second Semester	Hours
Freshman Year			
CHM 151	3	CHM 152	3
CHM 151L	1	CHM 152L	1
MTH 145	4	MTH 146	4
PHY 105	3	PHY 106	3
PHY 103	1	PHY 104	1
COR 100	3	PHL 110	3
WRT 101	3	VPA	1
Sophomore Year			
CHM 223	3	PHY 333	3
CHM 223L	1	CHM 224	3
CEN 231**	3	CHM 224L	1
MTH 245	4	MTH 304	4
BIO 191	4	PHL 210	3
HST 110	3	HST 111	3
		CHM 280	1

Junior Year

CEN 333**	3	CEN 341**	3
CHM 327/331	4	CHM 328/332	4
CHM 435	3	Theology	3
ECS 326**	3	Social Science	3
ENG 210	3	IDS	3

Senior Year

CHM 311	4	CHM 312	4
CEN 587**	3	ENG 310	3
MTH 311	3	Religion	3
CHM 460	3	COR 400A	3
EAC	3	EAC	3

Fifth Year

Syracuse University MS Chemical Engineering

**Taken at Syracuse University.

decisions on issues of science and chemical technology and to foster the development of critical thinking skills. Students will be provided with knowledge of the application of basic concepts and principles necessary to think critically about chemistry in their personal environment. An overview of the chemistry of everyday products and processes will be made through lecture discussions that will involve the chemistry of foods, fabrics, personal care products, plastics and other common household products.

CHM 151. Chemical Principles I (3).

An integrated approach to many of the major concepts of chemistry with approximately equal emphasis on general descriptive chemistry and introduction to theoretical chemistry. Topics include atomic and molecular theory, periodic properties, chemical equations and stoichiometry. CHM 151 and CHM 151L are to be taken concurrently, except by permission of the department chair. Prerequisite: High school chemistry or permission of the department chair.

CHM 151L. Chemical Principles I Laboratory (1).

This laboratory includes experiments in chemical synthesis, analysis, and composition and physical properties. A variety of techniques are utilized. This laboratory course addresses many of the same topics CHM 151 treats in the classroom. CHM 151 and CHM 151L are to be taken concurrently, except by permission of the department chair.

CHM 152. Chemical Principles II (3).

An integrated approach to many of the major concepts of chemistry with approximately equal emphasis on general descriptive chemistry and introduction to theoretical chemistry. Topics include chemical kinetics and thermodynamics, chemical equilibria, gas laws, solutions, acids and bases. CHM 152 and CHM 152L are to be taken concurrently, except by permission of the department chair. Prerequisite: A grade of C- or better in CHM 151 or by permission of the department chair.

CHM 152L. Chemical Principles II Lab (1).

This laboratory includes experiments in chemical synthesis, analysis, separation, kinetics, and equilibrium. A variety of techniques and modern equipment are utilized. This laboratory course addresses many of the same topics CHM 152 treats in the classroom. CHM 152 and CHM 152L are to be taken concurrently, except by permission of the department chair.

CHM 223. Organic Chemistry I (3).

The nomenclature, structure, reactions, preparations and physical properties of organic compounds are studied. Extensive use of reaction mechanisms, resonance theory and conformational analysis is used to correlate a wide variety of reactions. Topics include chemical bonding, saturated and unsaturated hydrocarbons, alkyl halides, stereochemistry, spectroscopy and other functional groups. Special emphasis is on natural products and substances of biological importance. Prerequisites: CHM 151 and CHM 152 or equivalents. The course counts for three credit hours. CHM 223L is to be taken concurrently, except by permission of the department chair.

Biochemistry Major B.S.

An interdisciplinary major in biochemistry is available. For details, see Interdisciplinary Programs.

Forensic Sciences

An articulation with Syracuse University allows qualified students to apply for a five-year program leading to a B.S. in chemistry and an M.S. in forensic science or biomedical forensic sciences. For more information see the Undergraduate Transfer Programs section of this catalog.

Chemistry Minor

The requirements for the chemistry minor are at least 15 credit hours of chemistry. These must include at least three lecture courses with their associated laboratories. At least three credit hours must be at the 300- or 400- level. None of the courses may be taken as pass/fail.

Courses**CHM 101. Preparing for Chemistry (3).**

A course designed to provide students with the academic foundation to successfully complete the introductory chemistry course, i.e. Chemical Principles I and II. This preparation will be primarily directed toward acquiring those higher order thinking skills considered most important in order if students are to successfully learn the course content of the introductory course. Students will also be aided in developing the level of problem solving ability that is required to successfully complete a college level introductory chemistry course.

CHM 122. Chemistry and the Consumer (3).

The design of this course is helping students understand how chemistry affects their daily lives, preparing them to make educated

CHM 223L. Organic Chemistry 1 Lab (1).

This course will introduce fundamental organic chemistry laboratory techniques utilizing primarily microscale chemical reactions. Various skills will be developed, such as synthetic methods, purification methods (distillation, extraction, recrystallization, chromatography) and analytical techniques. The concepts of organic chemistry will be put into practice via the synthesis and study of materials of common use and theoretical interest. Prerequisites: CHM 151 and CHM 152 or equivalents. The course counts for one credit hour. CHM 223 is to be taken concurrently, except by permission of the department chair.

CHM 224. Organic Chemistry II (3).

The nomenclature, structure, reactions, preparations and physical properties of organic compounds are studied. Extensive use of reaction mechanisms, resonance theory and conformational analysis is used to correlate a wide variety of reactions. Topics include aromatics, carbonyl compounds, alcohols, amines and other functional groups. Special emphasis is on natural products and substances of biological importance. Prerequisites: CHM 223. The course counts for three credit hours. CHM 224L is to be taken concurrently, except by permission of department chair.

CHM 224L. Organic Chemistry II Lab (1).

The course will build upon the foundation of organic chemistry laboratory techniques and concepts from the first semester, utilizing primarily microscale chemical reactions and techniques. Various skills will be learned and improved upon, such as purification methods (distillation, extraction, recrystallization, chromatography), synthetic methods, and analytical techniques. Functional groups studied will include alkenes, arenes, carbonyl compounds, etc. Prerequisites: CHM 223 and CHM 223L (or equivalents). The course counts for one credit hour. CHM 224 is to be taken concurrently except by permission of the department chair.

CHM 280 (LIB 280/PHY 280). Information in Chemistry and Physical Sciences (1).

This course will introduce the changing information landscape in chemistry and the physical sciences to help students become effective database and "free web" searchers. Students will also become familiar with the social and ethical issues relating to the production and use of scientific information in an increasingly digital society.

CHM 311. Analytical Chemistry (4).

An integrated lecture and laboratory study of the underlying principles of the quantitative determination of substances using both gravimetric and volumetric techniques. Prerequisites: CHM 223-224. Two lectures and six hours laboratory each week for one semester, four hours credit.

CHM 312. Instrumental Methods of Analysis (4).

A study of the instrumental methods of analysis most commonly employed in both quality control and research investigations. The laboratory introduces the student to a number of instrumental

techniques and their application to analysis to include spectroscopic, potentiometric and electrometric methods. Prerequisite: CHM 311 or permission of the instructor. Two lecture hours and six hours laboratory each week for one semester.

CHM 320. Instrumental Methods of Analysis (3).

A study of the instrumental methods of quantitative and qualitative chemical analysis will introduce students to spectroscopic, chromatographic, and mass spectrometry techniques among others. Prerequisites: CHM 223-224 or permission of the instructor. Corequisites: CHM 322.

CHM 322. Instrumental Analysis Lab (1).

The laboratory experience includes acquisition of and analysis of data using instruments such as NMR, IR, UV-vis, HPLC and GCMS. Prerequisites: CHM 223-224 or permission of the instructor. Co-requisites: CHM 320.

CHM 327. Physical Chemistry I (3).

A survey of the physical properties of matter. The course includes a study of atomic and molecular structure and spectroscopy in the context of quantum mechanics; an examination of the properties of gases, solutions, and equilibria under the unifying principles of thermodynamics; and an exploration of such dynamical processes as chemical kinetics and transport properties. Prerequisites: CHM 224 and MTH 145-146 AND PHY 101-102 or PHY 105-106. Three lectures each week for one year.

CHM 328. Physical Chemistry II (3).

A survey of the physical properties of matter. The course includes a study of atomic and molecular structure and spectroscopy in the context of quantum mechanics; an examination of the properties of gases, solutions, and equilibria under the unifying principles of thermodynamics; and an exploration of such dynamical processes as chemical kinetics and transport properties. Prerequisites: CHM 224 and MTH 145-146 OR MTH 151-152; PHY 101-102. Three lectures each week for one year.

CHM 331. Physical Chemistry Laboratory (1).

Laboratory investigations of thermodynamic, transport, chemical kinetic and molecular structural properties provide an introduction to experimental physical chemistry, with an emphasis on use of computers and electronic instrumentation. Prerequisite: CHM 327-328. Three hours laboratory each week for one year.

CHM 332. Physical Chemistry II Laboratory (1).

Laboratory investigations of thermodynamic, transport, chemical kinetic and molecular structural properties provide an introduction to experimental physical chemistry, with an emphasis on use of computers and electronic instrumentation. Prerequisite: CHM 327-328. Three hours laboratory each week for one year.

CHM 340 (ESS 340). Environmental Chemistry (3).

The focus of this course is on understanding the underlying chemical principles and reactions of natural systems and anthropogenic compounds in the environment. Topics such as chemistry of the atmosphere, aqueous media, pollutants and energy sources will be covered. The emphasis of the course is on chemical aspects of environmental science, so a general background in chemistry is a prerequisite. Prerequisite: CHM 223.

CHM 340L (ESS 340L). Environmental Chemistry Laboratory (1).

This is an optional laboratory course that further explores topics covered in the lecture course. The lecture course (CHM 340) may be taken with or without this lab course (CHM 340L). Emphasis is on analytical methods, green chemistry techniques and investigation of materials. Three hours laboratory each week.

CHM 390. Independent Study (1-3).

A student may pursue independent study in an area of chemistry of mutual interest to the student and a supervising faculty member. Any proposal for independent study must be approved by the department chair and the supervising faculty member prior to registration, and it must specify the number of credits sought, the topic to be studied, the methodology to be followed and the evaluation procedure. Prerequisites and corequisites: CHM 151-152, 223-224.

CHM 435. Inorganic Chemistry (3).

A study of the principles that underlie the structures and reactivities of inorganic compounds. Included are the application of prominent bonding theories and symmetry to the study of the physical and chemical properties of chemical systems, and a survey of the chemistry of the elements. Prerequisite: CHM 327-328.

CHM 436. Advanced Organic Chemistry (3).

A study of conformational, resonance and inductive effects on the rate and direction of organic reactions. Special emphasis is on the application of such effects to synthetic organic reactions. Prerequisites: CHM 223-224, CHM 327-328 or permission of instructor.

CHM 460 (BIO 460). Biochemistry I (3).

A lecture course in the chemistry of physiologically relevant compounds. These include proteins, nucleic acids, carbohydrates and lipids. The interactions, regulation and metabolism of these compounds will be introduced. Prerequisites: CHM 224 and BIO 191 or permission of instructor. Three hours of lecture per week. Carries biology major credit.

CHM 461 (BIO 461). Biochemistry II (3).

This course is a continuation of CHM 460. Topics to be covered include cellular metabolism and energy production; synthesis and degradation of lipids, amino acids, nucleotides; and regulation of gene expression. Prerequisite: CHM 460. Carries biology major credit.

CHM 462 (BIO 462). Biochemistry Laboratory (1).

This laboratory will introduce techniques for studying proteins, nucleic acids and lipids. Prerequisites: CHM 224 and BIO 191, or permission of instructor. Prerequisite or corequisite: CHM 460. Carries biology major credit.

CHM 490. Internship (1-6).

This is to provide a student with research experience in the chemical industry or any other academic institution. The student intern will report as required to the chemistry faculty member assigned to evaluate his/her research experience. Prerequisite: junior or senior status and prior approval by the department chair. Does not count for CHM/BIOCHEM major or minor credit. Counts as college free elective.

CHM 495. Research in Chemistry (1-3).

A student who wishes to undertake a research project for academic credit during a given semester must submit a research proposal prior to registration and a research report at the end of the semester. The proposal, indicating the number of credits sought, must be approved by the research director, the department chair and the academic dean. It will be kept on file in the academic dean's office. The research report will be written in the style of a chemistry journal. A copy of this report will be kept on file in the office of the chair of the chemistry department. At the end of the semester each student will present a short (15 min.) oral presentation to interested faculty and peers. Students taking this course for the first time must also take CHM 280 for no credit as part of their research.

CHS 111. Energy and the Environment (3).

This course, intended for non-science majors, examines a range of environmental topics, which fall under the headings of energy and atmospheric chemistry. The treatment of energy examines several technologies in use and under development for generating energy and the effects of these technologies on the environment. Examination of the atmosphere considers topics such as the ozone layer, acid rain and the greenhouse effect. The primary focus of the course is scientific; however, social, economic and political considerations are also introduced. This course may not be used to fulfill chemistry major or minor requirements.

CHS 113. Scientific Thought (3).

What is the nature of scientific investigation and the scientific method? How do scientists reason? What counts as good evidence in the practice of science? How does one explanation win acceptance by the scientific community while others languish or are rejected? This course will examine the development of a number of scientific ideas (drawn mainly from chemistry) in an attempt to answer these questions. This course will treat these cases primarily from a scientific perspective, but some attention will also be paid to external factors (for example, social, economic or technological factors). This course may not be used fulfill chemistry major or minor requirements.

CHS 115. Biotech: Wonder Drugs to Mutant Bugs (3).

Biotech: Wonder Drugs to Mutant Bugs This course will introduce concepts important to the biotechnology revolution. Topics will include drug development, DNA fingerprinting, genetically engineered bacteria and recent technological developments. Social, ethical, legal and economic aspects of various technologies will be discussed. This course may not be used to fulfill chemistry major or minor requirements.

CHS 117. Drugs: Curse Or Cure (3).

Drugs used by humans can eliminate pain, modulate mood and cure diseases. The scientific basis of biological activity will be studied for several types of drugs. The historical relevance of each representative drug will be discussed, along with the economic and political impact of drug use.

CHS 342. Bitter/Sweet: Stimulating Human History With Caffeine and Sugar (3).

This course will introduce students to the chemistry, biochemistry, and history of natural stimulants such as caffeine and sugar. Caffeine or related compounds are found in tea, coffee and cacao; sugar (sucrose) is produced in sugar cane and sugar beet. Physiological responses in humans to these stimulants will be studied, including metabolism and addiction. The historical uses of these plant products will be explored, leading to investigations of the social, political, and economic effects of changes in their production, consumption, and trade. Prerequisite: HST 111. Fulfills Core Requirement(s): Interdisciplinary Studies (IDS)and Diversity (DIV).



Communication and Film Studies

Chair: Dan Roche
Professor(s): Julie Grossman, Michael Streissguth
Associate Professor(s): Phillip Novak
Assistant Professor(s): Bryan Gunner Cole, Adelmo Dunge, S.J.
Adjunct(s): Ann Allen, Glenn Coin, Gwendolyn Morgan, Leslie Bailey Streissguth, Michael Waters

The Department of Communication and Film Studies values the art of the narrative, the foundational element for all media professionals, from journalists to filmmakers, editors to public relations professionals, broadcasters to web designers. All communication majors will be taught how narratives work—especially within the mass media fields of journalism, advertising, public relations, and filmmaking – and how to make them work.

The department values, too, deep technical expertise and broad adaptability across media technologies. Students in communication and

film studies therefore gain extensive training in everything from the production of newspapers to the design of websites, from non-linear editing to digital video and audio recording. By the time they graduate, all Le Moyne communication and film studies students will have had the opportunity to acquire the technical skills and the writing, visual, and verbal talents needed for long-lasting professional success in the dynamically evolving media world.

The department’s curriculum is enriched by a liberal-arts education that nurtures in students a wide-ranging critical literacy and a deep social responsibility, so that communication and film studies graduates enter media professions or graduate school ready to contribute creatively, ethically, and learnedly.

Communication Major

The communication major prepares students for careers in the mass communication industries or graduate school and supports Le Moyne College's mission of educating the whole person by encouraging an appreciation for the social, cultural, and ethical issues related to mass communication.

All communication majors take a nucleus of courses designed to provide a broad understanding of contemporary mass media, and to give them fundamental skills in creating and interpreting written, visual, audio, and multimedia texts. They also take a variety of electives within the department and use these to broaden or sharpen their focus of study within the field of communication.

Each communication and film studies student also chooses a minor in order to develop another mastery of specific and substantive subject matter.

Communication Major

<i>Core Requirements</i>	<i>Hours</i>
COR 100 First Year Seminar	3
WRT 101 Critical Writing	3
PHL 110 Introduction to Philosophy	3
HST 110 - HST 111 World Civilization	6
ENG 210 Major Authors	3
PHL 210 Moral Philosophy	3
Theology	3
EAC Encountering Another Culture/Language	6
ENG 310 Literature and Culture	3
Mathematics	3
Social Science	3
Natural Science	3
IDS Interdisciplinary Studies*	3
Religion	3

COR 400 Transformations	3
Visual & Performing Arts*	1
Diversity*	0

NOTE: Some Core requirements may be fulfilled by major requirements.

* See core section for more information. Because there have been substantial changes to the core curriculum, the above requirements may not apply to all students; for students who entered Le Moyne College prior to Fall 2013, be sure to consult with your advisor for appropriate course selection(s).

Major Requirements	Hours
CMM 201 Fundamentals of Speech	3
CMM 205 Introduction to Video Production	3
CMM 226 Introduction to Film Studies	3
CMM 250 Mass Media and Society I	3
CMM 274 Reporting and Writing	3
CMM 350 Communication Ethics	3
CMM 376 Introduction to Advertising or CMM 377 Introduction to Public Relations	3
CMM Electives	18
ENG 218 Critical Perspectives on Literature	3
One English literature survey (e.g. ENG 305, 306, 311, 350 or 351)	3

Major Support	Hours
Foreign Language*	6
Free Electives	24

* The six credit hours must be in the same language. These credits fulfill the college core's EAC requirement.

Typical Program for Communication Major

First Semester	Hours	Second Semester	Hours
Freshman Year			
WRT 101	3	CMM 250	3
HST 110	3	ENG 218	3
COR 100	3	HST 111	3
EAC	3	PHL 110	3
CMM 201	3	EAC	3
Sophomore Year			
Natural Science	3	Social Science	3
ENG 210	3	PHL 210	3
Theology	3	CMM 205	3
CMM 274	3	CMM 226	3
Mathematics	3	ENG Literature Survey	3
Junior Year			
CMM 350	3	CMM 376 or CMM 377	3
ENG 310	3	CMM Elective	3
CMM Elective	3	CMM Elective	3
CMM Elective	3	Free Elective	3
IDS	3	Free Elective	3

Senior Year

Religion	3	COR 400A	3
CMM Elective	3	CMM Elective	3
Free Elective	3	Free Elective	3
Free Elective	3	Free Elective	3
Free Elective	3	Free Elective	3

This sequence is presented as a model. A student's actual course of progress might vary considerably. It might be the case, for instance, that a given student would take more free electives early on, particularly if that student knows at the outset which discipline he or she will have as a minor course of study.

Communication Minor

Non-communication majors desiring a minor in communication should consult with the director of the communication and film studies department. The requirements for a minor are 15 hours in communication and film studies courses. CMM 250 is recommended.

Communication Internship

The program is intended primarily for communication majors and minors. Interns receive practical, on-the-job training in such fields as radio, television, advertising, journalism, public relations, and filmmaking.

Students should prepare themselves for internships by taking the appropriate courses: a student who wants a newspaper internship should have taken a journalism course, just as a student interested in a production internship should have taken a video- or radio-production course. However, specific requirements for each internship will be determined on a case-by-case basis by the internship director.

Students may take up to three 3-credit internships. Each new internship should involve a new placement.

Requirements

Interns will be expected to devote 10 hours weekly to the program. The schedule for hours/days is worked out between the student and the cooperating agency. As soon as interns have knowledge of their schedule, they must inform the director of the schedule.

Interns must keep a detailed journal of activities. This journal is to be examined by the internship director.

Interns meet with the internship director according to a predetermined schedule.

The internship director will make on-the-spot visits during the semester.

Grades are assigned by the internship director on the basis of journals, individual conferences, student evaluation papers, and end-of-term evaluations from the cooperating agencies. Interns will be assigned high pass, pass, or fail grades for the course.

Courses

CMM 105. Media Writing (3).

This course provides an introduction to the kind of writing done by media professionals. Specifically, students learn about newsworthiness, the basic techniques for gathering information, and the common methods of presenting it. Copy editing exercises focus on grammar trouble spots and use of AP Style. Each student reads widely from published media writings, especially news, and writes several short news articles of his or her own.

CMM 201 (ENG 201). Fundamentals of Speech (3).

Essentials of voice production, oral interpretation, speech organization and use of supporting materials; preparation and delivery of speech materials; group and panel discussion. Corequisite: WRT 101.

CMM 205. Introduction to Video Production (3).

This course is a general introduction to video technology and the methods of studio operations, field production and video editing. The student will gain an understanding of how video and audio systems work and will develop basic mastery of the tools of production. The course will consist of lectures, hands-on experience and production exercises. The class will meet for a total of four hours per week with at least one hour being devoted to learning Final Cut Pro editing software. **There is a lab fee associated with this course.** Fulfills Core requirement(s): VPA.

CMM 221. The Photo Essay (3).

This is a course about the theories and methods of creating a photo essay. Students will learn about the history of the photo essay by studying the work of some of the masters of the genre, and they will shoot and edit several photo essays of their own, spending three to five weeks on each one. **There is a lab fee associated with this course.**

CMM 224. Environmental Journalism (3).

This course looks at how print and broadcast journalists have attempted to investigate and report upon all aspects of contemporary environmental use and/or abuse: from climate change to air pollution, from genetically modified crops to urban sprawl. Besides studying the work of professional environmental journalists, students will have an opportunity to produce at least one piece of environmental journalism themselves. Prerequisite: WRT 101.

CMM 226. Introduction to Film Studies (3).

The function of this course is to provide students with the tools to be in a position to respond fully to the movies they see. Responding fully to movies requires knowledge of how they are made, so the course will cover all the basic elements involved in the filmmaking process. We will talk some about the film industry, comparing various models of film production. We will talk at length about film technique and film structure; and students will acquire, over the course of the semester, a fairly extensive vocabulary for describing the ways filmed narratives unfold and the ways filmed images are constructed, arranged,

and deployed. In the course of working their way through the reading (that is, the interpretation) of a dozen or so movies--both classical and contemporary, from both Hollywood and abroad--students will gain an understanding of such central film features as cinematography, editing, production design, sound design, and performance style. They will learn what critics and scholars mean when they talk about mise-en-scene and montage and the tension between the two. They will learn to identify different modes of screen reality. Most importantly, they will learn that responding fully to movies requires active critical engagement with films as purposive texts. Corequisite: WRT 101. Fulfills Core requirement(s): VPA.

CMM 227. Wildlife and Natural History Films (3).

Special Topic: This online course will survey major developments in the wildlife and natural history film genre. Students will explore the way in which these films have portrayed our changing relationship with wildlife and nature. We will conduct a close analysis and interpretation of the social function and cultural value of wildlife and natural history films. Emphasis will be placed on important wildlife filmmakers, including the role of filmmaker, the influence of technological developments, ethics in wildlife filmmaking, and the changing landscape of wildlife and natural history film. Prerequisites: WRT 101 and ENG 210 or ENG 218.

CMM 250. Mass Media and Society I (3).

This course explores some of the ways in which the media form and reflect our society and culture. It examines the ways in which audiences use media and how, in turn, they are used by the media. It also considers how new technologies change both the form and the content of the media as well as how the government and other institutions affect media output. Prerequisite: WRT 101.

CMM 274. Reporting and Writing (3).

This course is designed to hone the student journalist's abilities to observe closely, to research deeply, and to report accurately. Students practice developing fresh story ideas, use multiple modes of research (face-to-face interviews, Internet resources and databases, digital media, etc.), and write articles in narrative, explanatory, and investigative styles, for both print and online outlets. There is practice on fact-checking and an introduction to multi-media news reporting. In all assignments, the focus is on how to present complex information with precision and clarity and to do so on deadline. Also, an introduction to the history of American journalism and wide reading in contemporary news reporting allows students to complement their growing technical skills with considerations of the profession's ethical and philosophical aspects. Prerequisite: WRT 101.

CMM 303 (ITL 303). Italian Culture and Cinema (3).

An encounter with Italian culture from World War II to the present, this course will trace the evolution of modern Italy through a representative selection of Italian literature and films by both male and female authors. The readings will be in English translation, while the films will

be in Italian with English subtitles. (Texts will be available in Italian for language minors.) Prerequisites: WRT 101, ENG 210 or ENG 218.

CMM 307. Communications Photography (3).

An introductory level course in photography as a communications medium. The course includes lectures, demonstrations, visual presentations, group critiques and supervised lab work. Material covered includes; the digital camera and its components, camera exposure techniques, digital editing and printing, commercial studio lighting, and electronic flash. The work of photojournalists and commercial photographers are shown and discussed in class. Assignments are geared toward the development of students' awareness of photography as a medium of mass communication. A compact digital camera or digital SLR camera is required. **There is a lab fee associated with this course.** Fulfills core Visual and Performing Arts requirement. (VPA)

CMM 308. Media Layout and Design (3).

Students will develop the skills to design and construct effective visual messages appropriate to specific media formats for specific target audiences. Students will produce camera-ready art for advertisements, newsletters, brochures, and web pages. The rhetorical elements that inform design choices will be discussed. Fulfills Core requirement(s):VPA.

CMM 309 (ENG 309). American Culture and Art of Johnny Cash (3).

Students will be asked to engage in an interdisciplinary investigation of the varied contexts--media, religious, political, historical, economic and geographic--that helped define the creative world of Johnny Cash, a major songwriter and musician. Fulfills core Visual and Performing Arts requirement.(VPA) Prerequisites: WRT 101,and ENG 200, ENG 210, or ENG 218.

CMM 311. Writing for Electronic Media (3).

This course serves as an introduction to the practice of writing for radio, television, film, and the Internet. Students will learn to format and write scripts, and to deploy and critique the various writing styles in use on contemporary media platforms. Prerequisite: WRT 101.

CMM 314 (ENG 322). Journalism and American Literature (3).

This course will survey the rich history of American journalists who have either produced creative works or who have relied upon literary techniques in their journalistic endeavors. Beginning with Thomas Paine and Benjamin Franklin, the course will move through the revolutionary period of essayists and pamphleteers, proceed to the nineteenth century and the romantic writings of political activists like Margaret Fuller and Henry David Thoreau, and the realist and naturalist fictions of writers like Mark Twain, Stephen Crane, and Charlotte Perkins Gilman. The course will end by surveying the works of black and white writers of the early twentieth century--W.E.B. Dubois, Zora Neale Hurston, Ernest Hemmingway, and H.L. Mencken, who negotiate their critiques of modern American culture and political life both as journalists and creative writers. Throughout

the course, we will be exploring the relationship between the world of the American journalist and his or her subsequent influences upon American literature.

CMM 315. Filmmaking As Art (3).

This course is an introduction to semiotic theory as related to creative cinematic practice. The students will apply concepts of sign and code production, and their cultural usage, to issues of visual and audio literacy as applied to film production. This course assumes a basic knowledge of digital cameras and editing (Final Cut, Premier, or AVID). There will be 6 short films produced that testify to the student's ability to apply concepts to creative production.

CMM 318. Intro to Radio Production (3).

This course introduces students to digital and analog radio production skills such as recording, editing and mixing. Critical analysis of audio productions and discussion of theories related to sound communication will provide underpinnings for the students as they engage in production activities. Prerequisite: WRT 101.

CMM 319. Survey of Amer Broadcasting (3).

This course presents a survey of the history of American broadcasting, exploring its roots in earlier forms of entertainment and news reporting, and the most significant innovations in technology, business, and the arts that shaped its development during the twentieth century. The course will conclude with the impact of the Internet and innovations in global communications. Prerequisite: WRT 101.

CMM 320. Documentary Film (3).

Emphasis on the study of important documentary filmmakers, influential documentaries, and major schools of documentary film, as well as issues such as the role of the documentary filmmaker, the notion of objectivity in documentary, ethics in filmmaking, and the influence of the camera. Fulfills core Visual and Performing Arts requirement. (VPA) Prerequisites: WRT 101, ENG 210 or ENG 218.

CMM 330. Studio and Remote Production (3).

This course will explore the methods involved in live multi-camera broadcasts--both in the Studio and from remote locations. The students will plan and produce news and talk programs in the studio, and cover live campus events--athletic, cultural, religious, etc.--which may be streamed over the Internet. The skills that will be developed in this course include producing, directing, lighting, camera work, switching, audio control, and live on-camera commentary and reporting. Fulfills core Visual and Performing Arts requirement. (VPA) Prerequisite: CMM 205. ***There is a lab fee associated with this course.***

CMM 331. News and Documentary Production (3).

This is an advanced production course and is intended to develop the student's ability to explore and report on the world around him or her using mobile production technology and investigate journalistic techniques. Students will create traditional news packages, longer feature stories, and a documentary. While the main focus of the course

will be on effective storytelling, students technical skills-particularly editing-will be enhanced. Prerequisite: CMM 205. **There is a lab fee associated with this course.** Fulfills Core requirement(s): VPA.

CMM 332. Dramatic Video Production (3).

This is an advanced production course that is intended to develop the student's ability to work with actors and scripted material. Students will learn how to break down dramatic and comic scenes in preparation for shooting. They may have the opportunity to work with actors enrolled in THR 306: Topics: Acting for the Camera, when it is offered at the same time as CMM 332. Students will produce three scenes--one dramatic; one comic and one of their own choosing. Fulfills core Visual and Performing Arts requirement. (VPA) Prerequisite: CMM 205. ***There is a lab fee associated with this course.***

CMM 338 (ENG 338). Writing in the Real World (3).

This course calls on the practices of professional and business communication to offer students practice with writing in "real world" contexts. In this class, students will develop strategies for responding to professional and community-based writing scenarios, reaching internal and external audiences, designing both print and digital/online texts, and composing application materials. Students will engage writing and revision processes, provide feedback to peers, compose collaboratively as part of a team, and learn the standards and conventions of non-academic communication. the genres students encounter may include memo, letter, e-mail, resume, cover letter, flier, pamphlet, and website. The course will also address digital-visual communication tools including Twitter, PowerPoint, and other emerging platforms. Prerequisites: WRT 101, and ENG 200, ENG 210 or ENG 218.

CMM 350. Communication Ethics (3).

Prepares students to face the ethical dilemmas they will inevitably confront in their professional careers. This is a case studybased course which teaches the ability to recognize and analyze ethical problems, move beyond "gut reactions" by gathering relevant facts and considering the loyalties involved and reason one's way to a defensible course of action. Prerequisite: WRT 101.

CMM 353 (PSC 353). Government and the Mass Media (3).

The interaction between the United States government and the "Fourth Estate" will be studied through an examination of theoretical works, descriptive narratives, empirical studies and current events. Issues studied will include how the government attempts to control and regulate the media.

CMM 358 (GWS 358/ENG 358). Representations of the Media in Film (3).

This course is designed to explore ways in which films present myriad images of the mass media when they take as their subject matter the news, documentaries, radio, television, and the film industry itself. The course will develop students' understanding of the nature and function of mass media in American culture and the relationship between

power structures and representations of gender in media industries. Prerequisites: WRT 101, ENG 210 or ENG 218.

CMM 371. Practicum in Radio (1).

This course is designed to offer students the opportunity for hands-on radio experiences by becoming a staff member of Le Moyne's student radio station, WLMU, for one semester. Fulfills Core requirement(s): VPA. Pass/Fail only.

CMM 372. Practicum in Video (1).

This course is available to students who have taken or are currently enrolled in a video production class. It is designed to offer students practical experience by working on Le Moyne College Television (LCTV) productions. Pass/Fail only. Fulfills Core requirement(s): VPA.

CMM 373. Practicum in Journalism (1).

This course will provide hands-on newspaper experience in the area of the student's choice: editing, production, photography or writing/reporting. Students will make a semester-long commitment to work for *The Dolphin*, the weekly campus newspaper, under the supervision of the faculty advisor. The course will be graded pass/fail only and may be taken up to three times for credit.

CMM 374. Literary Journalism (3).

This course is designed to teach aspiring journalists and other writers how to use some techniques of literature to tell the true stories of journalism. In addition to honing their information-gathering skills and news sense, students study such tools as characterization, narrative plotting, scene-setting, point of view, tone and style. They practice crafting journalistic stories based on reporting from outside their own experiences, stories that bring people, places and events alive on the page and illuminate social issues or universal themes. Articles written in this class are appropriate for publication in newspapers, magazines and Web sites. The class also examines ethical and legal concerns of literary journalism such as invasion of privacy and libel. Course work includes wide reading and discussion of great pieces of literary journalism. Prerequisites: CMM 274, ENG 210 or ENG 218.

CMM 375. Sports Journalism (3).

This course teaches students how to report on all aspects of sports--from game stories to features to opinion columns. To familiarize students with the scope and history of sports journalism and to provide models for reporting, texts will be drawn from a wide range of sports journalism in various media: newspapers, magazines, websites, blogs, and podcasts. The class will consider the ways in which sports journalism has evolved in response to digital technologies. It will also cover the ethical dilemmas common to sports journalism. Students will produce numerous pieces of original sports journalism of various lengths and in different media, as well as analyses of published sports reporting. Prerequisite(s): WRT 101.

CMM 376. Introduction to Advertising (3).

The course explores the elements of effective advertising messages, as well as advertising's historic roots. It considers the legal and ethical envi-

ronment within which advertisers operate and advertising's place in the marketing communication mix. It examines the importance of research in forming effective messages for specific target audiences and the ways advertisers shape promotional appeals and strategies. It introduces students to the changing face of advertising and the impact of the internet and social media on advertising today. Prerequisite: WRT 101.

CMM 377. Introduction to Public Relations (3).

The theory and practice of public relations in the United States today. The class will define public relations and examine case studies. The class will also look at public relations and research, planning and creativity and the application of public relations to business, financial, government and non-profit sectors. Prerequisite: WRT 101.

CMM 378. Creative Advertising (3).

A requirement for all advertising concentrators, this production course engages students in the process of developing and producing advertising for print, video, audio, web and other applications. Fulfills core Visual and Performing Arts requirement. (VPA) Prerequisite: WRT 101.

CMM 379 (MUS 379). Music Journalism (3).

This writing course teaches students how to report on all aspects of music--from concert reviews to performer profiles, from musician retrospectives to articles about non-performance aspects of music (e.g., the recording industry, instrument makers). To familiarize students with the history of music journalism and provide models for writing, readings will be drawn from prominent music magazines such as *Rolling Stone*, *Creem*, *Crawdaddy!*, *Blender*, and others--as well as from places where music journalism frequently appears today, especially blogs and podcasts. The class will consider the ways in which music journalism has changed in response to the technologies through which music is made available to listeners. Students will write several pieces of original music journalism of various lengths. Fulfills core Visual and Performing Arts requirement. (VPA) Prerequisites: WRT 101.

CMM 380 (ENG 371/GWS 351/THR 371). Critical Approaches to Film (3).

An introduction to film genre, genre theory and film criticism, the course will examine the generic conventions that govern production and reception of film texts. Film genres may include the screwball comedy, the melodrama, the western, the musical, the gangster picture, film noir and others. Prerequisites: WRT 101, and ENG 200, ENG 210 or ENG 218. Fulfills Core Requirement(s): VPA.

CMM 381 (THR 372/ENG 372). History of Film: Beginnings to 1940 (3).

This course will survey major developments in cinema from the advent of the medium near the end of the nineteenth century, through the emergence of a syntax for narrative film during the silent era, to the arrival and entrenchment of the sound film in the late 1920s and early 1930s. The nature of the course is such that our concerns will be manifold, but they will surely include attention to the following: the work of several pioneers of the medium--the Lumiere brothers, Thomas Edison (and his major collaborator William Kennedy Laurie

Dickinson), George Melies, and Edwin S. Porter; D. W. Griffith's central role in the creation of a "language" for moving images and his equally significant role in turning film into a popular medium; some of the formal experiments that took place in Germany in the 20s--German expressionism, in particular, as well as the *Kammerspielfilm*; Soviet montage; French impressionism and surrealism; the great Hollywood comics of the 20s; the development of sound technology and its impact on film form; the importance of genre in the development of the film industry; and French poetic realism. Without scanting attention to such historical matters, we will also, however, want to engage particular film texts: thus much of our time in class will be spent discussing individual films. Prerequisites: WRT 101, ENG 200, ENG 210 or ENG 218. Fulfills Core requirement(s): VPA.

CMM 382 (ENG 373/THR 373). History of Film: 1940 to Present (3).

A study of the development of film since 1940. The course will examine social, technical, and artistic aspects of important films by influential directors, addressing in particular the well-made Hollywood film, Italian neo-realism, French new wave, and the rise of auteurism. Prerequisites: WRT 101 and ENG 200, ENG 210 or ENG 218. Fulfills Core Requirement(s): VPA.

CMM 383 (ENG 378/GWS 359). The Films of Alfred Hitchcock (3).

In this course, we will examine whether Hitchcock's films can be said to constitute a coherent "body" of work - identifying in the process potential stylistic idiosyncracies and thematic preoccupations. And we will try to come to some understanding of what is gained and what lost by thinking in these terms. We will use Hitchcock's desire to develop a rigorously cinematic mode of presentation as a means of opening a discussion about the ways films "speak". And we will wonder, along with a handful of contemporary critics, what kind of viewer the films seek to construct. We will take the films' explicit interest in watching as a point of departure for an analysis of voyeurism and its centrality in contemporary western culture. Finally, and not incidentally, we will use the occasion the course provides to spend time watching a number of engaging films. Fulfills core Visual and Performing Arts requirement. (VPA) Prerequisites: WRT 101, ENG 210 or ENG 218.

CMM 384 (MUS 384). The Film Sound Track (3).

Throughout recorded history, music has been an important part of human dramatic expression in ways that transcend mere spoken words and visual imagery. For more than a century of the motion picture art, music has played an integral, yet often unnoticed, role in defining the filmgoing experience. The main objective of this course is for students to develop skills in analyzing the sound track of a film, music's role in the sound track, and the relation of non-diegetic sound to image (especially relating to music) on small-scale and large-scale (narrative) levels. The course develops critical listening and viewing skills, but it also offers a particular extension of film history scholarship, one that focuses on the three nodal points in the history of film sound: the introduction of sound, the introduction of stereo, and the introduction

of digital sound. We will explore the ways in which each of these technological advances affects the structural relationships that occur among three relatively autonomous components of the soundtrack--dialogue, music and sound-effects--with particular focus on non-diegetic music. Prerequisite: WRT 101.

CMM 387 (CRW 387/ENG 387). Scriptwriting (3).

This course provides study and practice in the special requirements of writing fictional works for television and film. This course will focus on: basic dramatic structures and story telling, the premise, the pitch, character development, writing the treatment, story outlines, writing the master scene and completing the script. At semester end, students are expected to produce full-length tele-plays, radio dramas or film scripts. Prerequisite: WRT 101. Fulfills Core requirement(s): VPA.

CMM 390. Independent Study (3).

A student who wishes to pursue an independent project for academic credit must submit, prior to registration, a proposed plan that includes a description of the project and its goals, the methods to be followed, a schedule of work and supervision, the end product, an evaluation procedure and the number of credits sought. The proposal must be approved by the supervising faculty member, the department chair and the academic dean. It will be kept on file in the academic dean's office.

CMM 397 (ENG 397). Writing Nonfiction: (3).

A course in writing for general audiences on topics that will vary from one semester to the next; topics may include the fine arts, nature/the environment, science, the family, popular culture, and politics. These courses will be both reading-and writing-intensive, with readings serving as models and resources for students own writing; outside research in the form of interviews, observations/site visits, or attendance at cultural events will also be a component. Prerequisite: WRT 101.

CMM 401. Convergence (3).

This course is designed as a capstone experience where students will work together in teams to produce multimedia narratives for inclusion in a student-designed website. It is designed to encourage aesthetic and technological experimentation. Prerequisite: the course is open only to junior and senior students who are majors in the Department of Communications and Film Studies.

CMM 435. Advanced Production Seminar (3).

This is a specialized advanced production seminar for students who are ready to produce self-directed work. The course is intended to provide the most experienced and motivated students with the opportunity to produce a professional quality video on their own. Students must submit a written proposal before they may enroll in the course. Prerequisites: CMM 205 and CMM 330 or CMM 331 or CMM 332, Senior standing and Permission of the instructor. Students may repeat this course for credit. **There is a lab fee associated with this course.**

CMM 474. Reporting Syracuse (3).

In this class, the culmination of the journalism sequence, students venture out beyond the Le Moyne campus and write both hard news and feature pieces about the Syracuse community, the mix of the two determined partly by assignment and partly by the students' own interests and projects. Each student will be assigned a local beat (e.g., the Eastwood neighborhood or the Jamesville-Dewitt school system) and will spend the semester finding and writing news from that beat. All students will also get a broader overview--through guest lecturers and field trips--of being a journalist in various parts of the local metropolitan area, from the suburbs to downtown. Students also get practice in multimedia journalism by producing photographs and video reports to complement their written articles. The goal is for each student to produce a portfolio that has range and cohesiveness, and for the class as a whole to produce multi-faceted document that sheds new light on the everyday lives of central New Yorkers and on local angles to topics such as immigration, ethnicity, work, energy use, income, culture, and education. Prerequisite: CMM 274, ENG 210 or ENG 218.

CMM 476. Advanced Advertising (3).

Students will study ads in various media, applying current advertising theories. They will work in creative teams, conducting appropriate research prior to creating and presenting an advertising campaign. Students will learn to constructively criticize both current campaigns and other students' work. Prerequisites: WRT 101, CMM 376.

CMM 477. Advanced Public Relations (3).

Students will implement principles and practices of public relations introduced in CMM 377. Specifically, student will work with a client - a non-profit organization in the Syracuse, New York area - to develop a public relations plan that supports the client's general mission. The plan will represent the core of the class work, around which discussion of PR issues will take place. Prerequisites: WRT 101, CMM 377.

CMM 490-492. Internship (3).

Participation in a field learning experience related to the area of communication. The student intern reports as required to the faculty member assigned to supervise this field experience and will be expected to evaluate the experience and relate it to his or her academic program. Enrollment by permission of the internship director.



Economics

Economics is the study of individual and collective decisions that relate to the production, consumption and exchange of goods and services. The economics curriculum contributes to a well-balanced liberal arts and business management education by providing students with the fundamental economic concepts necessary to better understand the world around them. The economics major prepares students for careers in a variety of fields including economics, business, law, education and government and to pursue advanced degrees in economics, business, public administration, law or related fields.

The Department of Economics offers both a Bachelor of Arts degree and a Bachelor of Science degree. Both programs develop the conceptual frameworks and analytical skills necessary to critically evaluate economic outcomes, issues, and policies. Requirements for the Bachelor of Arts degree reflect the liberal arts tradition of economics. Requirements for the Bachelor of Science degree emphasize the development of quantitative skills and applications widely used in the business disciplines.

Economics Major B.A.

Economics Major - B.A.

Core Requirements	Hours
COR 100 First Year Seminar	3
WRT 101 Critical Writing	3
PHL 110 Introduction to Philosophy	3
HST 110 - HST 111 World Civilization	6
ENG 210 Major Authors	3
PHL 210 Moral Philosophy	3
Theology	3
EAC Encountering Another Culture/Language	6
ENG 310 Literature and Culture	3
Mathematics	3
Social Science	3
Natural Science	3
IDS Interdisciplinary Studies*	3
Religion	3
COR 400 Transformations	3
Visual & Performing Arts*	1
Diversity*	0

NOTE: Some Core requirements may be fulfilled by major requirements.

* See core section for more information. Because there have been substantial changes to the core curriculum, the above requirements may not apply to all students; for students who entered Le Moyne College prior to Fall 2013, be sure to consult with your advisor for appropriate course selection(s).

Major Requirements	Hours
ECO 113 Principles of Microeconomics	3
ECO 114 Principles of Macroeconomics	3
ECO 250 Intermediate Microeconomic Theory	3
ECO 252 Intermediate Macroeconomic Theory	3
ECO 325 Econometrics	3
ECO 436 Seminar	3
Economic Electives	18

Major Support	Hours
Mathematics (1)	6
Statistics (2)	6
ACT 203 Financial Accounting	3
Foreign Language (3)	6
Electives	24

Students are encouraged to take courses in political science, psychology and sociology.

(1) Two classes at the 120- or higher level must be taken. It is recommended, not required, that the courses be part of a sequence. The recommended sequences include MTH 120-122, MTH 122-123, or MTH 145-146. Students with strong backgrounds in math, or who plan to apply to graduate school, are encouraged to take MTH 145-146 (Calculus I and II).

(2) Any two statistics courses in a sequence may be taken. These include MTH 111-112, STA 201-202, MTH 311-312. MTH 311-312 is highly recommended for students interested in combining economics and mathematics.

(3) Must be taken in same language.

(4) Two additional quantitative courses selected from a list of approved courses must be taken to complete the requirements. Examples include courses in mathematics, accounting, finance, management information systems and applied management analysis at the 200- or higher level. Other classes will require approval from the department chair.

Typical Program for Economics Major - B.A.

First Semester	Hours	Second Semester	Hours
Freshman Year			
WRT 101	3	PHL 110	3
HST 110	3	HST 111	3
COR 100	3	Mathematics	3
ECO 113	3	ECO 114	3
MTH 110	3	Natural Science	3
Sophomore Year			
ENG 210	3	PHL 210	3
ECO 250	3	ECO 252	3
EAC	3	STA Elective	3
STA Elective	3	EAC	3
Theology	3	Free Elective	3

Junior Year

ENG 310	3	ECO Elective	3
ECO 325	3	IDS	3
ECO Elective	3	ECO Elective	3
ACT 203	3	Free Elective	3
Free Elective	3	Free Elective	3

Senior Year

Religion	3	ECO 436	3
COR 400A	3	ECO Elective	3
ECO Elective	3	ECO Elective	3
Free Elective	3	Free Elective	3
Free Elective	3	Free Elective	3

Economics Major B.S.

Economics Major B.S.

Core Requirements	Hours
COR 100 First Year Seminar	3
WRT 101 Critical Writing	3
PHL 110 Introduction to Philosophy	3
HST 110 - HST 111 World Civilization	6
ENG 210 Major Authors	3
PHL 210 Moral Philosophy	3
Theology	3
EAC Encountering Another Culture/Language	6
ENG 310 Literature and Culture	3
Mathematics	3
Social Science	3
Natural Science	3
IDS Interdisciplinary Studies*	3
Religion	3
COR 400 Transformations	3
Visual & Performing Arts*	1
Diversity*	0

NOTE: Some Core requirements may be fulfilled by major requirements.

* See core section for more information. Because there have been substantial changes to the core curriculum, the above requirements may not apply to all students; for students who entered Le Moyne College prior to Fall 2013, be sure to consult with your advisor for appropriate course selection(s).

Major Requirements	Hours
ECO 113 Principles of Microeconomics	3
ECO 114 Principles of Macroeconomics	3
ECO 250 Intermediate Microeconomic Theory	3
ECO 252 Intermediate Macroeconomic Theory	3
ECO 325 Econometrics	3
ECO 436 Seminar	3
Economic Electives	12

Major Support

	Hours
Mathematics (2)	6
ACT 203 Financial Accounting	3
Statistics (1)	6
Quantitative Electives (3)	6

(1) Two classes at the 120- or higher level must be taken. It is recommended, not required, that the courses be part of a sequence. The recommended sequences include MTH 120-122, MTH 122-123 or MTH 145-146. Students with strong backgrounds in math, or who plan to apply to graduate school, are encouraged to take MTH 145-146 (Calculus I and II).

(2) Any two statistics courses in a sequence may be taken. These include MTH 111-112, STAT 201-202 or MTH 311-312. MTH 311-312 is highly recommended for students interested in combining economics and mathematics.

(3) Two additional quantitative courses selected from a list of approved courses must be taken to complete the requirements. Examples include courses in mathematics, accounting, finance, management information systems and applied management analysis at the 200- or higher level. Other classes will require approval from the department chair.

Typical Program for **Economics Major B.S.**

First Semester	Hours	Second Semester	Hours
Freshman Year			
WRT 101	3	PHL 110	3
ECO 113	3	ECO 114	3
Mathematics	3	Mathematics	3
HST 110	3	HST 111	3
COR 100	3	Natural Science	3
Sophomore Year			
ECO 250	3	ECO 252	3
Statistics	3	Statistics	3
ENG 210	3	EAC	3
Theology	3	PHL 210	3
EAC	3	Free Elective	3
Junior Year			
ENG 310	3	IDS	3
ECO 325	3	ACT 203	3
Quantitative Elective	3	ECO Elective	3
Free Elective	3	Free Elective	3
		Free Elective	3
Senior Year			
Religion	3	ECO 436	3
Quantitative Elective	3	ECO Elective	3
COR 400A	3	Free Elective	3
ECO Elective	3	Free Elective	3
ECO Elective	3	Free Elective	3

Economics Minor

Minor Requirements	Hours
ECO 113 Principles of Microeconomics	3
ECO 114 Principles of Macroeconomics	3
ECO 252 Intermediate Macroeconomic Theory or ECO 228 Economics of Financial Markets	3
Economics Electives	9

One course from outside the department, judged to have significant economics content may be substituted for an economics elective to complete the minor in economics. Examples include: 1) a 300-level or higher finance elective; or 2) a course in a related discipline from the social science or management division with a significant economics context.

Courses

ECO 113. Principles of Microeconomics (3).

In this course the student pursues general understanding of the methodology used in economics. Topics studied emphasize models of behavior of consumers and producers as individual participants in the economic system. No prerequisites.

ECO 114. Principles of Macroeconomics (3).

The course focuses on using economics methodology in the study of macroeconomic principles. Important topics for consideration include derivation of the GNP and the impact of fiscal and monetary policy on output, employment and the price level. No prerequisites.

ECO 205. Economics of Public Policy Analysis (3).

This course introduces basic concepts for public policy economics. These include opportunity cost, demand and supply analysis, market failure and formulations of equity. The three course components include cost-benefit analysis using examples from government programs and environmental regulations; macroeconomics topics such as fiscal and monetary policies to lower unemployment and inflation, international trade policy and policies to promote growth and financial stability; and microeconomic topics such as market issues such as the minimum wage and returns to education and training expenditures. No prerequisites.

ECO 228 (FIN 302). Economics of Financial Markets (3).

This course includes monetary theory, price level determination, determination of the supply of money, foreign exchange rates, operations of the commercial banks and the Federal Reserve System and monetary policy. Prerequisites: ECO 113-114.

ECO 250. Intermediate Microeconomic Theory (3).

This course is an intensive investigation of the chief topics of pure microeconomics theory, such as the theory of demand, theory of production, price determination in various markets, factor pricing,

indifference analysis, equilibrium, linear programming and welfare theory. Prerequisites: ECO 113-114.

ECO 252. Intermediate Macroeconomic Theory (3).

This course includes an intensive treatment of the following topics: national income accounting, the classical theory of income, employment and the price level, Keynesian macroeconomic analysis, equilibrium, growth theory and similar points. Prerequisites: ECO 113 -114.

ECO 313. Labor Economics (3).

This is a course in specialized economic analysis. It treats theories of wage determination; the supply of, and demand for, labor; measurement of the labor force; the relationship between wage rates, costs and prices; the effects of trade union policies on employment and profits; labor and technological change; determination of labor's share in national income. Prerequisites: ECO 113-114

ECO 315 (HST 315). Econ Hist U.S. 1860-1960 (3).

This course traces the development of the American economy, especially the impact of the two World Wars and the Great Depression and the long run trajectory of economic growth and inequality. Basic economic theory is used to understand those events and changes and the evolution of industrial policy, capital markets, and fiscal and monetary policy and the causes and consequences of the rise of big business and big government, technological change, and education policy. No prerequisites.

ECO 320 (CCM 520/CCM 420). Economic Issues in Health Care (3).

This course examines the challenging questions of why health care spending in the U.S. continues to rise in spite of efforts to control costs. The focus of the course will be on examining the key issues responsible for cost increases and why this country has one in six individuals without any health insurance and one in four with sub-standard health care. The topics include factors affecting demand and supply of health care services, such as sociocultural considerations and health care threats, demographic changes, in particular aging of the population; economic and legal forces impacting the health care system; and the role of technology in the delivery of health care.

ECO 322 (SOC 322/CJS 322). Econ of Crime & Punishment (3).

This course will present the economic approach to crime and punishment. There will be an emphasis upon both the economic cost borne by the economy in the aggregate and by individual households in the prevention of crime. The economic approach assumes that both criminals and victims are rational in the sense that they base their choices on the expected benefits and costs of alternative behaviors. Specific topics include economic assessments of the criminal justice system, perspectives on the punishment and reform of criminals, and analyses of the market for illegal drugs, gun control and capital punishment.

ECO 325. Econometrics (3).

A study of statistical estimation applied to linear models. Topics include multiple linear regression and simultaneous equations. Applications to economic problems such as estimation of demand relations, consumption functions and labor supply functions are emphasized.

Prerequisites: STA 201-202 or equivalent; ECO 113-114.

ECO 335 (SOC 335). Economics of Poverty (3).

This course examines poverty in the United States from an economic perspective. Using the basic concepts of economic analysis, it considers several dimensions of poverty, including the U.S. income distribution, the measurement and incidence of poverty, the characteristics of the poor, and the causes and consequences of poverty. It also provides an overview of the structure, history, and effectiveness of public policy aimed at alleviating poverty.

ECO 345. Strategic Competition in Mkt Economics (3).

This course introduces students to analyses of how the structure of markets and conduct of firms affect economic outcomes such as the efficient use of resources, the pace of innovation, and the profitability of investments. The emphasis is on assessing alternative strategic practices developed by firms to gain market power. Among the topics are a variety of often-used oligopoly models, pricing and nonpricing methods of deterring entry, the use of mergers and acquisitions, product differentiation, and the network economics of high technology markets. Policy responses and their impact on market outcomes are considered throughout. Prerequisites: ECO 113-114.

ECO 350. The Economics of Sports (3).

Professional sports in the United States are multibillion dollar businesses. This course applies the principles of economics to evaluate professional and amateur sports. The topics include league structure, team decision-making, labor-relations, incentive structures, free agency salary caps, and stadium financing and the role of public policy. The economic issues and institutional structure of other areas of sports that may be explored include Title IX, NCAA, golf, tennis, sports equipment, advertising, minor leagues, and the Olympics. Economic factors affect the behavior of participants in sport markets-- owners, managers, media, and players-- just as they affect the behavior of individuals in other markets. Basic economic principles and formal economic models help make sense of many issues in the world of sport. In addition, the sports world is full of evidence which helps illustrate economics in action and provides a wealth of information for testing economic theories. The objective of this course is to offer a deeper understanding of both.

ECO 355. Managerial Economics (3).

Application of economic criteria in business decision making. Topics include demand analysis for forecasting, production decisions for multiproduct firms, pricing, capital budgeting and cost benefit analysis. Prerequisites: ECO 113-114; STA 201-202; MTH 120 or MTH 122 or MTH 145 or equivalent.

ECO 390. Independent Study (1-3).

A student who wishes to pursue an independent study project for academic credit must submit, prior to registration, a proposed plan of study that includes the topic to be studied and goal to be achieved, the methodology to be followed, schedule of supervision, end product, evaluation procedure and number of credits sought. The proposal must be approved by the supervising faculty member, the department chair and the dean of management. It will be kept on file in the academic dean's office.

ECO 402 (SOC 402/ACT 402/PSC 402/IRL 403). Program Eval Research Methodol & Policy (3).

The goal of this course is to develop a comprehensive understanding of the use of behavioral science research methods and theories for program and intervention evaluations. Topics given special emphasis include: measurement strategies and problems, needs assessment, experimental and quasi-experimental field designs, qualitative methods, benefit-cost analysis, statistical approaches to modeling bias and the use of evaluation results in the policy process.

ECO 405 (PGS 402). Global Economic Issues (3).

Is globalization inevitable and irreversible? Who are the winners and losers? Globalization is the process of integration of markets, politics, and legal systems. Supporters of globalization believe it increases a nation's economic growth and expands opportunities for countries to trade and realize comparative advantages in their areas of strength. Opponents believe it increases inequality within and between nations, threatens employment and living standards, thwarts labor and environmental standards, and retards social progress. This course includes a description of the principles and practices of foreign trade and financial institutions; international cartels; and defines globalization; examines its impact on trade; movement of capital and labor; diffusion of knowledge and technology, and distribution of income in the world. Prerequisite: Either ECO 113 or ECO 114. Fulfills Core requirement(s): DIV.

ECO 436. Seminar (3).

Topics for papers and discussions are determined by the instructor. Prerequisites: ECO 113-114 and permission of the instructor.

ECO 490. Internship in Economics (1-3).

Participation in a field learning experience closely related to one area of economics. The student interns report as required to the faculty member assigned to supervise this field experience and will be expected to evaluate the experience and relate it to his or her academic program. Three hours of field work per week will be required to generate one credit. Prerequisite: permission of the department chair.

ECO 498. Honors Research (3).

This fulfills the requirement that honors students complete a research project. Subject matter to be arranged.



Engineering

Director of Engineering Programs: David Craig

There are two ways to pursue careers in engineering at Le Moyne. The first is the Bachelor's + Master's dual degree program offered in partnership with the L.C. Smith College of Engineering at Syracuse University. Tracks in chemical, computer, civil, environmental, electrical, mechanical, aerospace and biological engineering are available.

Students in the program complete their four-year bachelors degree – in physics, computer science, chemistry or biology, as appropriate – at Le Moyne, while taking engineering courses at Syracuse University at no additional cost. Students who complete these engineering concentrations in good standing (including maintaining a 3.0 G.P.A., both overall and in their science and engineering courses) are admitted directly to the appropriate master's degree program at Syracuse University and receive a 50 percent tuition waiver, typically completing their master's degree in an additional three semesters. Students who successfully complete the program earn both a bachelor's degree from Le Moyne and a master's degree in engineering from Syracuse University. See the Undergraduate Transfer Programs section for details.

In addition, Le Moyne also has 3+2 undergraduate transfer programs with Clarkson University, Detroit-Mercy University and Manhattan College. In these programs, students spend three years at Le Moyne and two more at the partner institution, graduating with a bachelor's degree in physics from Le Moyne and a bachelor's degree in engineering from the partner. See the Undergraduate Transfer Programs section for details.



English

Chair: Jim Hannan

Professor(s): Kathleen P. Costello-Sullivan, Alan B. Fischler, Julie Grossman, Patrick Lawler, David T. Lloyd, Roger D. Lund, Mary A. Maleski, Julie Olin-Ammentorp, Linda Pennisi, Ann M. Ryan, J. Christopher Warner

Professor Emeritus: Gordon V. Boudreau, Patrick J. Keane, Cornelius Novelli

Associate Professor(s): Maura Brady, Michael Davis, Jennifer Gurley, Elizabeth Hayes, Erin E. Mullally, Anca V. Munteanu, Philip P. Novak, Miles Taylor

Assistant Professor(s): Matthew Dowell

Adjunct(s): Timothy D. Burns, Rae Ann Meriwether, Greg Sevik

The Department of English offers two concentrations of study: literature and creative writing. Both of these courses of study are committed to the discovery of meaning and value in language—a commitment that is grounded in contemporary academic and professional concerns within English as well as in humankind's enduring traditions of self-expression, speculative inquiry, and social communication through literature and the rhetorical arts. In particular, the department's two concentrations are designed to involve students in challenging and rewarding encounters with literary works representing a variety of types and time periods; to expand students' awareness of the range, the subtlety, and the power of language; to help students develop their own expressive powers in language; to assist them toward increasingly mature syntheses of literature with other disciplines and life experiences; and to prepare students for careers, professions, and graduate study in which a command of the English language and literature are necessary.

Departmental Honors

In accord with guidelines approved by the academic dean, department chairs, and program directors (Fall 1988), the English Department offers degrees in honors for literary studies and for creative writing.

These programs have been designed for:

- the student who excels primarily in the major and who deserves further challenge and recognition,
- the student who does not surface as honors material in time to join the Integral Honors Program and especially competent transfer students.

The chair will invite eligible students to apply for departmental honors by the junior year. Requirements for the degree include a 3.0 overall G.P.A. and a 3.5 G.P.A. in English Department courses.

Literary Studies

Students who choose to pursue the English honors degree in literary studies will complete and defend an honors project according to the following schedule:

Junior year: The candidate will define a topic, write a proposal, and choose a mentor who will guide him or her through the development of an honors project. While most students will choose to accomplish a lengthy research paper, some may decide to do a creative, artistic project.

The proposal should include: a topic or title, a thesis, a plan for accomplishment, and a working bibliography. This proposal needs to be approved by the mentor before the spring dates for fall registration; the student will then register for ENG 480 (Honors Project).

Senior year: The student works on the project with the guidance of the mentor. It is the student's responsibility to set up and keep a weekly appointment with the mentor and to work consistently toward the completion of the project. The mentor will send a brief progress report to the chair of the department at the end of the fall semester. The student may then gain permission to register for another three credits (ENG 480) for the spring semester if doing so is useful and necessary.

By April 1, the student will give a copy of the completed project to each of the following: the mentor, the department chair, the director of the Integral Honors Program, and the members of an oral examination committee (this will be set up by the mentor, with the approval of the department chair).

With the help of the mentor, the student will arrange a place and time for the defense. The mentor will communicate that information to all members of the department and the director of the Integral Honors Program. This date should allow time for any revisions necessary after the defense. The mentor, in consultation with the chair and the project committee, will decide whether the candidate meets both departmental and school wide standards.

Honors Degree in Creative Writing

The English department also offers an Honors Degree in Creative Writing designed for:

- the student who excels in one or more creative writing genres;
- the student who deserves further challenge and recognition and especially competent transfer students.

The program director will invite eligible students to apply for honors in creative writing by the junior year. Requirements include a 3.0 overall G.P.A. and a 3.5 G.P.A. in creative writing program courses. Those accepted will enroll in CRW 480 (Honors Tutorial in Creative Writing) and work towards completion of a high quality manuscript of

poetry, fiction, creative nonfiction, a play at least 50 pages, or mixed genres - the length to be determined by the honors mentor.

See also the general description of departmental honors programs above.

English Major

English majors may follow the curriculum for the literature concentration, the creative writing concentration, or one of five literature and education tracks designed for students earning an English major with teaching certification. Students in the education tracks also have the option of adding the creative writing concentration to their degree. The literature and creative writing concentrations must be declared by the end of the junior year. Students must declare one of the literature and education tracks and apply formally to the education program no later than the end of their sophomore year; however, they are strongly encouraged to do so earlier since fulfilling the requirements will demand careful planning in scheduling courses. Double major programs in theatre and literature and in theatre and creative writing are also available. Please see visual and performing arts for more information.

Literature Concentration

Note: English majors cannot fulfill ENG 210 with Shakespeare. They may take any other major authors.

Core Requirements	Hours
COR 100 First Year Seminar	3
WRT 101 Critical Writing	3
PHL 110 Introduction to Philosophy	3
HST 110 - HST 111 World Civilization	6
ENG 210 Major Authors	3
PHL 210 Moral Philosophy	3
Theology	3
EAC Encountering Another Culture/Language	6
ENG 310 Literature and Culture	3
Mathematics	3
Social Science	3
Natural Science	3
IDS Interdisciplinary Studies*	3
Religion	3
COR 400 Transformations	3
Visual & Performing Arts*	1
Diversity*	0

NOTE: Some Core requirements may be fulfilled by major requirements.

** See core section for more information. Because there have been substantial changes to the core curriculum, the above requirements may not apply to all students; for students who entered Le Moyne College prior to Fall 2013, be sure to consult with your advisor for appropriate course selection(s).*

Major Requirements	Hours
ENG 218 Critical Perspectives on Literature	3
ENG 318 Shakespeare *	3
ENG 305 Eng Lit Survey I:thru Milton	3
ENG 306 Eng Lit Survey II:Rest-Present	3
ENG 350 Amer Lit Survey I:to Civil War or ENG 351 Amer Lit Survey II: Civil War - Present	3
English Department Electives : Students must take two period courses (one must focus upon a period before 1789), two topic courses and two genre courses. The remaining elective may be an ENG/CRW/CMM elective.	21

Major Support	Hours
Foreign Language**	9
Free Electives	30

* Only ENG 218 is a prerequisite for subsequent literature courses, but it is strongly recommended that students complete ENG 318 as early as possible in the major program.

** The nine hours must be in one language. If, however, after a minimum of six hours of language at the College level a student has completed or advanced beyond the mid-intermediate level (103), he or she may substitute an English elective for the remaining hours. Additionally, students who complete Latin 101 & 102 may choose to complete their foreign language requirement with a classical literature course.

Creative Writing Concentration

In the creative writing program students have the opportunity to develop their talents along with others who share their love of writing. Emphasizing both experimentation and craft, classes are designed as writing workshops—providing a balance of individual attention and group critiques to help students explore their powers and potentials as writers. Major requirements for the creative writing concentration differ from the literature concentration in two respects:

- one period elective is required instead of two, and it must be in post 1789 literature;
- four elective courses are required in Creative Writing (CRW), as described below (the remaining three courses may be in ENG, CRW and/or CMM).

The four required CRW electives are writing workshops. Current options include Creative Writing Workshop, Script Writing, Advanced Fiction Workshop, Advanced Poetry Workshop, Introduction to Playwriting, Writing the One Act Play, Nonfiction Writing Workshop, various Special Topics courses, and the Independent Study. Any workshop may be repeated once for credit. The major is listed on the student's transcript as "English (Creative Writing concentration)." Course selection must be made in consultation with the student's advisor. If the advisor is not part of the creative writing teaching faculty, the student should additionally consult with the director of the creative writing program.

Typical Program for Literature Concentration

First Semester	Hours	Second Semester	Hours
Freshman Year			
COR 100	3	ENG 210	3
WRT 101	3	HST 111	3
HST 110	3	EAC**	3
Math/Nat. Science	3	Math/Nat. Science	3
EAC**	3	PHL 110	3
Sophomore Year			
ENG 218	3	ENG P/T/G Elective***	3
Social Science	3	ENG 318	3
EAC**	3	PHL 210	3
Elective	3	ENG P/T/G Elective***	3
Elective	3	Elective	3
Junior Year			
ENG 305	3	ENG 306	3
ENG 350/ P/T/G Elective*	3	ENG 351/ P/T/G Elective*3	3
ENG 310/Elective	3	Elective	3
IDS	3	Elective	3
ENG P/T/G Elective***	3	ENG P/T/G Elective***	3
Senior Year			
Religion/COR 400	3	Religion/COR 400	3
ENG P/T/G Elective***	3	ENG P/T/G Elective***	3
ENG P/T/G Elective***	3	ENG/CMM/CRW	3
Elective	3	Elective	3
Elective	3	Elective	3

*English Majors are required to take either ENG 350 or ENG 351, not both. If you intend to take ENG 351 in the spring, you may take an ENG/CRW/CMM elective in the fall; if you have taken ENG 350 in the fall, you may take an ENG/CRW/CMM elective in the spring.

** FLL 101-102, 103-104, or 201-202

*** Period/Topic/Genre

Typical Program for Creative Writing Concentration

First Semester	Hours	Second Semester	Hours
Freshman Year			
COR 100	3	ENG 210	3
WRT 101	3	HST 111	3
HST 110	3	EAC**	3
Math/Nat. Science	3	Math/Nat. Science	3
EAC**	3	PHL 110	3
Sophomore Year			
ENG 218	3	Elective	3
Social Science	3	ENG 318	3
EAC**	3	PHL 210	3
CRW	3	Elective	3
Elective	3	Elective	3

Junior Year

ENG 305	3	ENG 306	3
ENG 350/ENG Elec*	3	ENG 351/ENG Elec*	3
ENG 310	3	Elective	3
IDS	3	ENG Period (Post 1789)	3
CRW	3	CRW	3

Senior Year

Religion/COR 400	3	Religion/COR 400	3
Elective	3	CRW	3
ENG/CMM/CRW	3	ENG/CMM/CRW	3
Elective	3	Elective	3
Elective	3	Elective	3

*English Majors are required to take either ENG 350 or ENG 351, not both. If you intend to take ENG 351 in the spring, you may take an ENG/CRW/CMM elective in the fall; if you have taken ENG 350 in the fall, you may take an ENG/CRW/CMM elective in the spring.

** FLL 101-102, 103-104, or 201-202

B.A. in English and Initial Teacher Certification Tracks

Students earning teacher certification fulfill the core requirements as described above but follow one of the programs of study detailed below. Note that all five tracks require one advanced writing course and one media literacy elective. Any upper-division course in writing satisfies the requirement for the advanced writing course, but students are encouraged to make their selection according to their teaching interests—e.g., Creative Writing Workshop (CRW 385) for those who wish to prepare themselves to teach creative writing; Fundamentals of Journalism (CMM/ENG 374) for those who anticipate teaching journalism classes or advising their school newspaper. The media literacy elective is fulfilled by CMM 250 or one of the film studies courses offered by the English Department.

Literature Concentration and Dual Childhood Special Education

(133 credit hours)

Core Requirements	Hours
COR 100 First Year Seminar	3
WRT 101 Critical Writing	3
PHL 110 Introduction to Philosophy	3
HST 110 - HST 111 World Civilization	6
ENG 210 Major Authors	3
PHL 210 Moral Philosophy	3
Theology	3
EAC Encountering Another Culture/Language	6
ENG 310 Literature and Culture	3
Mathematics	3
Social Science	3

Natural Science	3
IDS Interdisciplinary Studies*	3
Religion	3
COR 400 Transformations	3
Visual & Performing Arts*	1
Diversity*	0

NOTE: Some Core requirements may be fulfilled by major requirements.

* See core section for more information. Because there have been substantial changes to the core curriculum, the above requirements may not apply to all students; for students who entered Le Moyne College prior to Fall 2013, be sure to consult with your advisor for appropriate course selection(s).

Core Requirements	Hours
Includes EDU 105 which fulfills social science (see below under Education)	52

Major Requirements	Hours
Advanced Writing Course	3
Department Electives (Must take two period courses (one must focus on a period before 1789). Students must additionally take two topic courses; one topic elective must be ENG 352. Students must also take two genre courses.)	18
ENG 301 Advanced Grammar and Usage	3
ENG 311 English Literature: An Overview	3
ENG 318 Shakespeare	3
ENG 350 Amer Lit Survey I:to Civil War (or ENG 351)	3
Media Literacy Elective	3

Major Support	Hours
Foreign Language**	9
Education and Education Support Courses (see details under Education program requirements; this total includes a course in mathematics required for teacher certification, but it does not include EDU 105, which satisfies the College core social science requirement)	39

** The nine hours must be in one language. If, however, after a minimum of six hours of language at the College level a student has completed or advanced beyond the mid-intermediate level (103), he or she may substitute an English elective for the remaining hours. Additionally, students who complete Latin 101 & 102 may choose to complete their foreign language requirement with a classical literature course.

Literature Concentration and Adolescent Education

(134 credit hours)

Core Requirements	Hours
Includes EDU 105 which fulfills social science (see below under Education)	52

Major Requirements	Hours
Advanced Writing Course	3
Department Electives (Must take one pre-1789 period course. Students must additionally take two topic courses, one of which must be a world/multicultural literature	

course (ENG 323, 327, 340, 382, or 383). Students must also take two genre courses)	15
ENG 301 Advanced Grammar and Usage	3
ENG 305 Eng Lit Survey I:thru Milton	3
ENG 306 Eng Lit Survey II:Rest-Present	3
ENG 318 Shakespeare	3
ENG 350 Amer Lit Survey I:to Civil War (or ENG 351)	3
Media Literacy Elective	3

Major Support	Hours
Foreign Language**	9
Education and Education Support Courses (see details under Education program requirements; this total includes a course in mathematics required for teacher certification, but it does not include EDU 105, which satisfies the College core social science requirement)	40

** The nine hours must be in one language. If, however, after a minimum of six hours of language at the College level a student has completed or advanced beyond the mid-intermediate level (103), he or she may substitute an English elective for the remaining hours. Additionally, students who complete Latin 101 & 102 may choose to complete their foreign language requirement with a classical literature course.

Literature Concentration and Dual Adolescent/Special Education

(137 credit hours)

The core and major requirements for this concentration are identical to those for English and adolescent education (see above). An additional three credit hours of coursework are required in education (see details under education program requirements).

Literature Concentration in English and TESOL Education

(127 credit hours)

Core Requirements	Hours
Includes EDU 105 which fulfills social science (see below under Education)	52
Major Requirements	Hours
Advanced Writing Course	3
Department Electives (Must take one period course that focuses on a period pre-1789. Students must additionally take two topic courses, one of which must be a world/multi-cultural literature course (ENG 323, 327, 340, 382, or 383). Students must also take two genre courses)	9
ENG 301 Advanced Grammar and Usage	3
ENG 311 English Literature: An Overview	3
ENG 318 Shakespeare	3
ENG 350 Amer Lit Survey I:to Civil War (or ENG 351)	3
Media Literacy Elective	3

Major Support	Hours
Foreign Language (Of the 12 hours required, nine must be in one language. The remaining three credits may be in the same or in a second foreign language. Additionally, students who complete Latin 101 & 102 may choose to complete their foreign language requirement with a classical literature course.)	12
Education and Education Support Courses (see details under education program requirements; this total includes a course in mathematics required for teacher certification, but it does not include EDU 105, which satisfies the College core social science requirement)	40

Adding a Creative Writing Concentration to the Literature and Education Tracks

Students in any of the education tracks may add the creative writing concentration as an addition to the literature concentration by taking the following:

1. three CRW genre-specific workshop courses (one of which fulfills the advance writing course requirement);
2. one of the following advanced workshop courses (each of which includes extensive study of contemporary texts) to fulfill the 20th/21st century historical period requirement*: ENG/CRW 387 Scriptwriting, ENG/CRW 389 Writing the One-Act Play, ENG/CRW 391 Advanced Poetry, ENG/CRW 392 Advanced Fiction, or ENG/CRW 395 Nonfiction Writing Workshop.

* A student is allowed to take a 20th/21st century historical period elective other than ENG/CRW 395, but in this case a fourth CRW workshop is required.

Five-Year B.A./M.S.T. Programs

Bachelor of Arts in English and Master of Science for Teachers in Adolescent English Education or Master of Science for Teachers in Dual English Adolescent and Special Education, Grades 7-12

The English and Education Departments at Le Moyne College are partnering to offer two specially designed programs leading to a Bachelor of Arts in English, a Master of Science in Teaching (M.S.T.), and initial New York state teacher certification in five years of full-time study (10 semesters plus two summers in the final year). Graduates of these programs will be awarded their professional New York state teacher certification after two years of full-time teaching.

These programs offer several advantages: (1) They offer students the richest possible undergraduate English major curriculum; (2) they more easily accommodate students who wish to earn an Integral Honors or a departmental honors degree, earn a minor, or take advantage of study abroad opportunities; (3) they are less expensive and more efficient than completing separate bachelor and master degree programs, in part because students complete three graduate-level education courses

in their eighth semester of undergraduate study at the undergraduate tuition rate.

Admission and Additional Program Requirements

Students who plan to pursue this five-year program of study will ordinarily be required to complete EDU 105 within their first three semesters at Le Moyne College; EDU 215 within their first four semesters; and the following English courses within their first five semesters: ENG 218, ENG 301, ENG 318, and two of the four required survey courses (ENG 305, ENG 306, ENG 350, ENG 351).

In their sixth semester, students who meet the above admissions requirements and have earned a 3.0 cumulative G.P.A. in the English major or better may apply for admission to the Five-Year B.A./M.S.T. Program by submitting a letter of application to the English Department chair.

After the seventh semester, all but six undergraduate-level credits must be completed of the undergraduate English major and Core requirements. In the eighth semester, the remaining six undergraduate-level course credits as well as the following three graduate-level courses for undergraduate free-elective credit must be taken: EDG 515, EDG 530, EDG 545.

In the first summer of study, between semesters eight & nine, students must take EDG 550 and EDG 560. In the fall term (semester nine), students must take EDG 570, EDG 580, and one graduate English elective.

Spring term (semester 11) is reserved for Preservice Teaching (EDG 654 and EDG 656). In the summer afterward (semester 10), three graduate English electives are required.

Students enrolled in this special five-year program will receive both the B.A. and M.S.T. upon completion of all course requirements, in accordance with regulations of the New York state education department. However, students in the program are invited to participate in graduation ceremonies with their undergraduate Le Moyne classmates after spring term of their fourth year in the program, and again with their graduate classmates after spring term of their fifth year. Also, any student who decides to leave the program upon or after completing the fourth year may request a Bachelor of Arts in English and be awarded that degree, as the student will have fulfilled all requirements for the undergraduate English major after eight semesters in the B.A./M.S.T. program.

B.A. in English and M.S.T. in Adolescent Education, Grades 7-12

(155 credit hours)

Core Requirements	Hours
COR 100 First Year Seminar	3
WRT 101 Critical Writing	3
PHL 110 Introduction to Philosophy	3
HST 110 - HST 111 World Civilization	6
ENG 210 Major Authors	3
PHL 210 Moral Philosophy	3
Theology	3
EAC Encountering Another Culture/Language	6
ENG 310 Literature and Culture	3
Mathematics	3
Social Science	3
Natural Science	3
IDS Interdisciplinary Studies*	3
Religion	3
COR 400 Transformations	3
Visual & Performing Arts*	1
Diversity*	0

NOTE: Some Core requirements may be fulfilled by major requirements.
 * See core section for more information. Because there have been substantial changes to the core curriculum, the above requirements may not apply to all students; for students who entered Le Moyne College prior to Fall 2013, be sure to consult with your advisor for appropriate course selection(s).

Core Requirements	Hours
Includes EDU 105 (see below under Education)	52
Major Requirements	Hours
Advanced Writing Course (see under Requirements for B.A. in English and Initial Teacher Certification Tracks)	3
ENG 301 Advanced Grammar and Usage	3
ENG 305 Eng Lit Survey I:thru Milton	3
ENG 306 Eng Lit Survey II:Rest-Present	3
ENG 318 Shakespeare	3
ENG 350 Amer Lit Survey I:to Civil War	3
ENG 351 Am Lit SurveyII:CivWar-Present	3
English Electives (One period course that focuses on a period before 1789. Students must additionally take two topic courses, one of which must be a world/multicultural literature course (ENG 323, 327, 340, 382, or 383). Students must also take two genre courses.)	15
Media Literacy elective (see under Requirements for B.A. in English and Initial Teacher Certification Tracks)	3

Major Support	Hours
Foreign Language (The nine hours must be in one language. If, however, after a minimum of six hours of language at the college level a student has completed or advanced beyond the mid-intermediate level [103], he or she may substitute an English elective for the remaining three hours.)	9
College-level Mathematics Course	3
Undergraduate Free Electives	9

Education Requirements	Hours
EDU 105 Teaching in a Diverse Society (counts toward Core requirements [see above]; not included in credit-count here)	3
EDU 215 Learning in a Sociocultural Context	3
EDG 515 Introduction to Special Edu Perspective	3
EDG 520 Child Abuse Workshop/SAVE Violence Prev	0
EDG 530 Multicultur Literacy Methods - Secondary	3
EDG 545 Plan,Assessing,Managing Inklus Classrm	3
EDG 550 Teach/Adapt Curric Content Specialists	3
EDG 560 Literacy Development Across Curriculum	3
EDG 570 Adolescence Strategies and Technology	4
EDG 580 Pedagogical Content Knowledge	3
EDG 654 Superv Preservice Teaching Grades 7-9	4.5
EDG 656 Superv Preservice Teaching Grades 10-12	4.5
Graduate English Education Electives (four courses)	12

B.A. in English and M.S.T. in Dual Adolescent and Special Education, Grades 7-12

The admission, course, and other requirements for this program are identical to those for the Five-Year English and Adolescent Education program with the following exceptions:

In the first summer of study, students take EDG 525 in addition to EDG 550 and EDG 560.

In spring semester of the fifth year, students complete their preservice teaching requirement by taking EDG 520, EDG 657, and either EDG 654 or EDG 656.

In the second summer of study, students take two English education electives (six credits) rather than three (nine credits).

Graduates of this program have the added advantage of being triply marketable:

- for regular secondary English positions;
- for secondary special education positions;
- for joint English/special education positions.

Typical Program for B.A. in English and M.S.T. in Adolescent Education, Grades 7-12

First Semester	Hours	Second Semester	Hours
Freshman Year			
WRT 101	3	ENG 210	3
HST 110	3	HST 111	3
EAC	3	EAC	3
EDU 105	3	PHL 110	3
Natural Science	3	EDU 150	3
Sophomore Year			
ENG 218	3	ENG 301	3
ENG 305	3	ENG 306	3
EAC	3	PHL 210	3
EDU 215	3	ENG P/T/G Elective**	3
Theology	3	ENG 318	3
Junior Year			
ENG 310	3	ENG P/T/G Elective**	3
ENG 350	3	ENG 351	3
ENG P/T/G Elective**	3	Religion	3
MTH Elective	3	Free Elective	3
Free Elective	3	Free Elective	3
Senior Year			
ENG P/T/G Elective**	3	COR 400A	3
ENG P/T/G Elective**	3	ENG P/T/G Elective**	3
Advanced Writing Course	3	EDG 515	3
Media Literacy elective	3	EDG 530	3
		EDG 545	3

Summer I

EDG 550	3
EDG 560	3

Fifth Year

EDG 570	4	EDG 520	0
EDG 580	3	EDG 654	4.5
English EDU Elective	3	EDG 656	4.5

Summer II

English EDU Elective	3
English EDU Elective	3
English EDU Elective	3

** ENG elective: Period/Topic/Genre

Literature Minor

Students who want to minor in literature should consult with the chair of the English Department. The usual requirements for a literature minor are 9 hours of core English courses plus nine hours of literature courses taken at the upper-division level. However, requirements for the minor will be determined on an individual basis.

Irish Literature Minor

This minor offers students the opportunity to concentrate on the literature of Ireland while gaining an understanding of its historical, cultural, and literary contexts. Students completing the Irish literature minor must take:

- three literature courses specifically related to Ireland (four recommended)
- one course in literature not related to Ireland
- one approved course from either History or Peace and Global Studies

The non-Irish literature course will ground students' understanding of the wider British canon, while the History or Peace and Global Studies course provides knowledge of the wider European and global contexts that Irish writers navigate. Study abroad and summer language programs are options for the fulfillment of this minor. Students interested in these options should speak to the director of the minor.

Creative Writing Minor

Non-English majors who want to minor in creative writing should consult with the director of the creative writing program. The usual requirements for a minor are 15 hours in creative writing. Qualifications for the minor are determined on an individual basis. (Students who are English majors must follow the literature or the creative writing curriculum as part of their degree program.)

Film Minor

Housed within the English Department, the film minor is an interdisciplinary program that not only leads students to explore the many relations among visual media and humanities disciplines but also encourages students to hone and apply their critical thinking and writing skills.

Film minors will be invited to participate in the annual Syracuse International Film and Video Festival, an exciting community event held in the fall at venues throughout Syracuse, including Le Moyne. Opportunities are available to intern at the festival and to work on and attend pre-festival events throughout the year.

Questions should be directed to the Director of the Film Program.

Film Minor

<i>Minor Requirements</i>	<i>Hours</i>
ENG 372 History of Film: Beginnings to 1940	3
One of the following:	3
ENG 226 Introduction to Film Studies	
ENG 371 Critical Approaches to Film	
ENG 373 History of Film: 1940 to Present	
ENG 378 The Films of Alfred Hitchcock	

One film course outside the English and Communication and Film Studies Departments. At present these include: 3

- REL 350 World Religions and Film
- REL 407 Postcolonial Theol & Cinemas of 3rd Wrld
- PHL 413 Movies, Remarriage and Unknownness
- PSC 354 Politics in Film
- FRN 206 French Through Film

Choose from the following: 3

- ENG 320 Documentary Film
- ENG 358 Representations of the Media in Film
- ENG 408 The Holocaust in Literature and Film
- ENG 414 Amer Film Noir & Femme Fatale
- ENG 415 12 American Films:Auteurism
- ENG 416 Literature, Film and Culture

Choose from any of the courses listed above, in addition to: 3

- THR 205 Acting I
- CRW 387 Scriptwriting
- CMM 205 Introduction to Video Production

Medieval Studies Minor

For the description of a minor in medieval studies, go to the Interdisciplinary Programs section of this catalog.

Advanced Writing Minor

The Advanced Writing minor is open to both English and non-English majors who wish to sharpen their critical writing skills and to expand their appreciation for the history, the grammar, and the rhetorical applications of the English language. The Advanced Writing minor is particularly aimed at students intent on developing writing skills that they can then apply to the demands of the professional world or to further graduate study. Students interested in the Advanced Writing minor will concentrate on developing skills that are necessary to producing elegant, persuasive, critical, and expository writing. This minor is particularly appropriate not only for students who intend to teach the practice of writing, but also for those who will be entering fields where expertise in writing is valued and demanded.

The Advanced Writing minor consists of five courses:

Advanced Writing Minor

<i>Minor Requirements</i>	<i>Hours</i>
ENG 218 Critical Perspectives on Literature	3
English Elective	3
Choose one of the following ENG courses:	3
ENG 301 Advanced Grammar and Usage	

ENG 314 Advanced Grammar II
 ENG 393 Teaching and Tutoring Writing

Two courses from the following list, only one of which may be a creative writing course: 6

ENG 338 Writing in the Real World
 ENG 395 Nonfiction Writing Workshop
 ENG 397 Writing Nonfiction:
 ENG 403 Writing and Speaking in the Professions
 CRW 385 Creative Writing Workshop
 CRW 386 Introduction to Playwriting
 CRW 387 Scriptwriting
 CRW 389 Writing the One-Act Play
 CRW 391 Advanced Poetry Workshop
 CRW 392 Advanced Fiction Workshop
 CRW 395 Nonfiction Writing Workshop
 CMM 105 Media Writing
 CMM 224 Environmental Journalism
 CMM 274 Reporting and Writing
 CMM 311 Writing for Electronic Media
 CMM 314 Journalism and American Literature
 CMM 373 Practicum in Journalism
 CMM 374 Literary Journalism
 CMM 379 Music Journalism
 CMM 474 Reporting Syracuse

Courses

CRW 220-239. Special Topics (3).

A course sequence that offers thematically focused elective courses of current interest to instructors and students. Selections may include such topics as writing historical fiction, magical realism, children's stories, narrative poetry, the poem sequence and poetry in traditional forms. Any CRW special topics course may be used to fulfill part or all of the creative writing curriculum requirement for nine hours of writing workshops.

CRW 384 (ENG 384). Introduction to Writing Poetry (3).

This introductory creative writing workshop is devoted to the writing and revising of poems. We will explore writing techniques as well as writing samples by established authors, but most of our time will be devoted to critiquing student poems with an eye toward revision and improvement. Students will complete a final portfolio of poetry to be submitted at the end of term.

CRW 385 (ENG 385). Creative Writing Workshop (3).

Intensive practice in the writing and criticism of poetry and fiction. Associated readings geared to the needs of the individual participant. Course can be repeated for credit. Prerequisite: WRT 101. Fulfills Core requirement(s): VPA.

CRW 386 (THR 386/ENG 386). Introduction to Playwriting (3).

A workshop that introduces students to the techniques of dramatic writing. In our explorations of structure, dialogue and methods of characterization, students begin by writing one- to two- page exercises, advance to outlines for plot and character and finally write a ten-minute play which is performed in class. Prerequisite: WRT 101. Fulfills Core requirement(s): VPA.

CRW 387 (ENG 387/CMM 387). Scriptwriting (3).

This course provides study and practice in the special requirements of writing fictional works for television and film. This course will focus on: basic dramatic structures and story telling, the premise, the pitch, character development, writing the treatment, story outlines, writing the master scene and completing the script. At semester end, students are expected to produce full-length tele-plays, radio dramas or film scripts. Prerequisite: WRT 101. Fulfills Core requirement(s): VPA.

CRW 389 (ENG 389/THR 389). Writing the One-Act Play (3).

The goal of this writing workshop is to write a one-act play. The course is designed for students who have some experience with writing plays or a strong creative writing background. Students will first explore the techniques of dramatic writing through examples, exercises, and class discussion, advance to plot outlines and character sketches, and finally write a one-act play, which will be performed in class. Prerequisite: WRT101. Fulfills Core requirement(s): VPA.

CRW 390. Independent Study (1-3).

A student who wishes to pursue an independent project for academic credit must submit, prior to registration, a proposed plan that includes a description of the project and its goals, the methods to be followed, a schedule of work and supervision, an evaluation procedure and the number of credits sought. The proposal must be approved by the supervising faculty member, the department chair and the dean of arts and sciences. It will be kept on file in the dean of arts and sciences' office. An independent study concentrating on writing may be used to fulfill part or all of the creative writing curriculum requirement for 9 hours of writing workshops. Fulfills Core requirement(s): VPA.

CRW 391 (ENG 391). Advanced Poetry Workshop (3).

A poetry writing workshop for students who have completed the introductory creative writing workshop or who can demonstrate advanced creative writing abilities. The course requires a close study of poems by

major modern and contemporary authors and may include exercises in traditional forms. Prerequisites: WRT 101 and CRW/ENG 385. Fulfills Core requirement(s): VPA.

CRW 392 (ENG 392). Advanced Fiction Workshop (3).

A fiction writing workshop for students who have completed the introductory creative writing workshop or who can demonstrate advanced fiction writing ability. The course requires the reading of major modern and contemporary authors, weekly short writing assignments and the writing of an extended work of prose fiction or a linked series of short stories. Prerequisites: WRT 101 and CRW/ENG 385. Fulfills Core requirement(s): VPA.

CRW 395 (ENG 395). Nonfiction Writing Workshop (3).

A workshop that will introduce students, through reading of contemporary writers and weekly short writing assignments, to the many varieties of creative nonfiction, including the personal essay, memoir, travel writing, the lyric essay, the portrait, and the political essay. We'll engage the eternal concerns and debates of nonfiction writing, including: what it means to tell the "truth," representing the "I" or first-person narrator as a character, telling other people's secrets, the (un)reliability of memory, etc. We'll learn how to use traditional fiction techniques (scene, character, setting, dialogue) in nonfiction, as well as practice techniques more typically seen in creative nonfiction, such as enacting on the page the writer's "story of thought." On occasion this writing workshop will be offered with a particular focus, such as writing about science, family, or sports. The focus will be announced in advance of registration. Prerequisite: WRT 101.

CRW 480. Honors Tutorial in Creative Writing (3).

CRW 480 Honors Tutorial in Creative Writing is the course students must register for to complete an Honors Degree in Creative Writing. The course is designed for the student who excels in one or more creative writing genres, and who deserves further challenge and recognition. By the end of their junior year at the latest, qualified CRW program concentrators and minors will be invited to pursue a CRW honors degree. Applicants will be required to have a 3.0 overall GPA and a 3.5 GPA within Creative Writing Program courses. Those accepted will work towards completion of a high quality manuscript of poetry (at least 30 pages), fiction, creative nonfiction, or a play (at least 50 pages), along with an Introduction of between 5-10 pages. Multiple genre manuscripts are acceptable, with the length to be determined by the instructor. Students may complete this honors manuscript either while taking their 4th CRW advanced or genre specific workshop during their senior year (in which case they would participate in regular workshop activities but meet additionally with the instructor regarding the honors project) or while working individually with an instructor. Students must undertake a "defense" of their creative project before a designated CRW honors program committee (the defense may include a public reading or, in the case of a play, a public performance). The student may gain permission to register for another

three credits of ENG 480 if doing so is useful and necessary. Fulfills Core requirement(s): VPA.

ENG 105 (THR 105). Introduction to Theatre (3).

A survey of theatre art, past and present, with a behind-the-scenes examination of the concepts and personnel involved in its creation. Class projects are intended to give students introductory experience with playwriting, acting, directing, design and theatre criticism. Fulfills Core requirement(s): VPA.

ENG 200. Perspectives in Literature (3).

This course is intended to encourage the enjoyment and understanding of a variety of literary genres and individual works drawn from a range of world cultures. Students will read some selections from ancient, European and American literatures, among others, including works by women and minority writers, and they will write critical responses to the course texts during the semester. Prerequisite: WRT 101.

ENG 201 (CMM 201). Fundamentals of Speech (3).

Essentials of voice production, oral interpretation, speech organization and use of supporting materials; preparation and delivery of speech materials; group and panel discussion.

ENG 203 (CLS 203). Classical Mythology (3).

No knowledge of Latin or Greek is required. The common repertory of myths from Greek and Roman sources is studied. Attention is also given to the influence of these myths in both ancient and later times, especially on literature and art. Prerequisites: WRT 101, and ENG 200, ENG 210 or ENG 218. Fulfills: Period (Pre 1789) requirement.

ENG 204 (CLS 204). Classical Lit in Translation (3).

Selected readings and discussions of important works from ancient literatures. Prerequisite: WRT 101, and ENG 200, ENG 210 or ENG 218. Fulfills: Period (Pre 1789) requirement.

ENG 210 (ENG 300). Major Authors (3).

These courses provide students with an intensive study of the work of a major author such as Borges, Dante, Dickens, Homer, Morrison, Ovid, Rushdie, Shakespeare, Twain or Woolf, as well as the cultural and historical context from which the work emerges. Students will be expected to develop a critical vocabulary for analyzing these texts and to demonstrate their understanding of the material through class discussions, presentations and critical writing. Writing instructional. Prerequisite: WRT 101.

ENG 218. Critical Perspectives on Literature (3).

A critical introduction to the study and enjoyment of literature. Students will read, discuss and write about a variety of genres including

works of fiction, poetry and drama from a range of cultures and historical eras, many of them by women and minority authors. In addition to instruction in the critical terms and conventions of literary study at the college level, the course emphasizes intensive critical writing based on the close readings of texts and an understanding of the variety of interpretive questions and critical perspectives that these texts invite. Prerequisite: WRT 101.

ENG 220-239. Special Topics (3).

A course sequence that offers thematically focused elective courses of current interest to instructor and students. Prerequisites: WRT 101, ENG 218.

ENG 236. Literary Paris (3).

Students will read a range of texts (both fiction and non-fiction) set in Paris, focusing on the experience of Americans in Paris. Texts include memoirs by Ernest Hemingway, Adam Gopnick, and a range of African-American writers, and fiction by Edith Wharton, Tracy Chevalier, and others. The course will also include an introduction to the culture, history, art, and landmarks of the city. The course concludes with an eleven-to-twelve day visit to Paris. Additional fees will be required. Prerequisite: WRT 101.

ENG 300 (ENG 210). Major Authors: (3).

These courses provide students with an intensive study of the work of a major author, as well as the cultural and historical context from which the work emerges. Students will be expected to develop a critical vocabulary for analyzing these texts and to demonstrate their mastery of the material through class discussions, presentations, and critical writing. Prerequisites: WRT 101 and ENG 200 or 218.

ENG 301. Advanced Grammar and Usage (3).

A study of the nature and structure of language through a review of the traditional, structural, and transformational grammars and their specific applications to modern English, to language skills, and to teaching. Prerequisite: WRT 101. Fulfills: Topic requirement.

ENG 302 (THR 302). The Western Drama Tradition (3).

A study of major periods of theatrical development from the Greeks and Romans through the eighteenth century, with emphasis on dramatic literature in relation to performance conditions and cultural backgrounds. Prerequisite: WRT 101 and ENG 200, ENG 210, or ENG 218. Fulfills: Genre requirement.

ENG 303. Theatre History II:19th C - Contemp (3).

A study of major periods of theatrical development from the nineteenth century to the present, with emphasis on dramatic literature in relation to performance conditions and cultural backgrounds. Prerequisite: WRT 101. Prerequisite or corequisite: ENG 200, ENG 210 or ENG 218.

ENG 304. The History of Criticism (3).

An introduction to modern literary theory and the major movements in literary criticism. Readings include selections from Aristotle, Horace, Sidney, Coleridge, Arnold, Eliot, DeMan, Barthes, Fish and Eagleton. Prerequisites: WRT 101, ENG 218. Fulfills: Topic requirement.

ENG 305. Eng Lit Survey I:thru Milton (3).

A survey of English literature of the Old English period, the Middle Ages, and the Renaissance, including the major work of Milton. Prerequisites: WRT 101, ENG 218. Required for English majors.

ENG 306. Eng Lit Survey II:Rest-Present (3).

A survey of English literature from the Restoration, through the 18th and 19th centuries, to the present. Prerequisites: WRT 101, ENG 218. Required for English majors.

ENG 307. The Epic (3).

A study of selected epics and works in the epic tradition, e.g., "Iliad," "Odyssey," "Aeneid," "Divine Comedy," mock epics, with attention not only to literary forms but also to theories of epic and to cultural contexts. Prerequisites: WRT 101, ENG 218. Fulfills: Genre requirement.

ENG 309 (CMM 309). American Culture & Art of Johnny Cash (3).

Students will be asked to engage in an interdisciplinary investigation of the varied contexts--media, religious, political, historical, economic and geographic--that helped define the creative world of Johnny Cash, a major songwriter and musician. Fulfills Core: Visual and Performing Arts (VPA) requirement. Prerequisites: WRT 101 and ENG 200, ENG 210 or ENG 218. Fulfills: Topic requirement.

ENG 310 (ENG 310H/ENG 310I/ENG 310G/ENG 310K/ENG 310J/ENG 310L/ENG 310M/ENG 310N/ENG 310O/ENG 310Q/ENG 310R/ENG 310S). Literature and Culture (3).

This interdisciplinary course explores a period or movement in intellectual and/or cultural history. It may also focus upon transformative texts, events, or characters as they engage these movements and moments. This course will invite students to engage in a dialogue between disciplines and ideas using literary texts both as the primary source for inquiry and the medium through which ideas are imagined, articulated, and contested. Students will explore the ideas, events, and literary genres that frame the particular intellectual issue or historical moment, while also engaging the varied contexts that inform a work of literature. Prerequisites: WRT 101, ENG 210.

ENG 310G (ENG 310/ENG 310H/ENG 310I/ENG 310K/ENG 310J/ENG 310L/ENG 310M/ENG 310N/ENG 310O/ENG 310Q/ENG 310R/ENG 310S). Lit and Culture: Romantic Revolutions (3).

The course investigates the history of major revolutionary 'moments' during the Romantic period (1770-1830) in England. It aims to study the powerful and intense experience that results from living through the extraordinary historical time that is characteristic of revolutionary moments. How do such moments encourage historical actors in daring to think in otherwise unimaginable directions (including very violent ones)? What is it about this experience that explains the leap into modernity? How did sharing this experience affect the private (romantic) lives of revolutionary actors? And finally, how were these experiences manifested and celebrated in art and literature? We will be discussing the two major political revolutions of the time, the French and the American Revolutions, the Industrial Revolution and its consequences-- the decline of Agrarian Lifestyle and the rise of Urban life--, the revolutionary debates on the rights of man and woman, the revolution in manners initiated by Mary Wollstonecraft, the revolutionary views on society and social relations, the rise of nationalism and national identity, and the aesthetic revolution initiated by Wordsworth's and Coleridge's revolutionary volume of poetry, *Lyrical Ballads*, among other issues. Prerequisites: WRT 101 and ENG 200 or ENG 210.

ENG 310H (ENG 310/ENG 310I/ENG 310G/ENG 310K/ENG 310J/ENG 310L/ENG 310M/ENG 310N/ENG 310O/ENG 310Q/ENG 310R/ENG 310S). Lit and Culture: Ancient Transgressions (3).

This interdisciplinary course will focus on transgressions of social, religious, and cultural boundaries of the ancient Mediterranean world. Studying literary, historical, and artistic sources, we will investigate depictions of aberrant behavior, staying attuned to the forces that compel humans to violate established norms of conduct, and evaluating the societal upheavals caused by these violations. What compels a person to be lead astray from proper conduct or previously held principles? How do individuals, families, and communities respond to, and attempt to recover from, ruptures of expected behavior? We will consider the personal, political, historical, and cultural implications of these questions by examining Classical ancient texts and their continuing influence on the contemporary world, culminating in a multi-media investigation of the enigmatic figure of Cleopatra, the historical ruler of Egypt who was castigated by ancient Romans, (in) famously portrayed in Shakespeare's *Antony and Cleopatra*, and immortalized centuries later in Mankiewicz's 1963 blockbuster film. Looking at a variety of sources from a range of time periods, we will use the thematic of transgression to examine the continual interplay between history and artistic re-presentation of history, and to explore the living legacy of the ancient Mediterranean. Prerequisites: WRT 101 and ENG 200 or ENG 210.

ENG 310I (ENG 310/ENG 310H/ENG 310G/ENG 310K/ENG 310J/ENG 310L/ENG 310M/ENG 310N/ENG 310O/ENG 310Q/ENG 310R/ENG 310S). Lit and Culture: Utopian and Dystopian Visions (3).

This offering of ENG 310 gives students the opportunity to discover how utopian and dystopian writings that look optimistically or pessimistically to the future do so by looking back to critique their precursors. Thus, in effect, utopian and dystopian tales have been engaging in something like a 2500-year-old debate between the present and the past over what should be our vision of a future ideal society, over what nightmarish forms of society we most want to guard ourselves against, and equally, over what dangers might attend our indulging in such imaginings, or of neglecting to do so. In class discussions, brief writing assignments, quizzes, and two formal essays, students will be invited to contribute to that same debate, firstly through study of selected texts that are at once literary, philosophical, and politically polemical, secondly by articulating responses to these texts that draw upon their own interests, experiences, and concerns including the knowledge and different disciplinary perspectives that they have gained in their other Core courses and their major and minor programs. Prerequisites: WRT 101 and ENG 200 or ENG 210.

ENG 310J (ENG 310/ENG 310H/ENG 310I/ENG 310G/ENG 310K/ENG 310L/ENG 310M/ENG 310N/ENG 310O/ENG 310Q/ENG 310R/ENG 310S). Lit and Culture: Representing History: Encountering the Holocaust Through Literature, Film and Art (3).

Obviously enough, we have an ethical obligation to hold onto the Holocaust as historical event'collectively to remember it and somehow comprehend it. We have an ethical obligation to understand what the Holocaust meant for those who lived through it. We owe it, that is, to those who suffered or died, who suffered and died, to try at least to see what they went through. But as many Holocaust scholars have suggested, the limit nature of the event, its extremity and singularity, may effectively put it out of reach. If, that is, as some have suggested, the Holocaust is unrepresentable, how do those on the outside, those who did not live through the experience, gain access to it? In this course we will approach an engagement with Holocaust history through the problem of representation, looking at a variety of takes at mediation: survivor accounts, like Elie Wiesel's *Night*, narrative fictions, like Martin Amis's *Time's Arrow*, fiction films like Louis Malle's *Au revoir les enfants*, documentary films, like Alain Resnais's *Night and Fog*, hybrid texts like Art Spiegelman's graphic novel *MAUS*, and Holocaust art, produced by children and adults, both during and after the Holocaust. Prerequisites: WRT 101 and ENG 200 or ENG 210.

ENG 310K (ENG 310/ENG 310H/ENG 310I/ENG 310G/ENG 310J/ENG 310L/ENG 310M/ENG 310N/ENG 310O/ENG 310Q/ENG 310R/ENG 310S). Lit and Culture: Literature and Medicine (3).

This is an interdisciplinary course exploring the intersection of medicine and literature, seeking to understand our perceptions of disease as a cultural phenomenon. The course is designed to explore the cultural dynamic of our experience of disease, and the mechanisms, both metaphorical and imaginative with which human beings ascribe significance to affliction. These meanings have been set out most fully in David Morris's *The Culture of Pain*, a prize-winning essay that will serve as the central text in the course. We will begin, however, with a brisk history of medicine outlined in Roy Porter's *Blood and Guts*. Other readings include short stories that focus on the experience of illness as it has been articulated by modern writers. Although this course will have a particular relevance for students interested in a variety of health-care fields, all students are welcome. The course will focus not on the practice of medicine as a form of science, but on medicine as one of the human arts. We will pay particular attention to the experience of illness from the standpoint of those who have actually been ill. The course argues, what has been a received opinion in other circles for some time, that our experience of illness, like our experience of weight, beauty, or age, is in some measure social constructed. Prerequisites: WRT 101 and ENG 200 or ENG 210.

ENG 310L (ENG 310/ENG 310H/ENG 310I/ENG 310G/ENG 310K/ENG 310J/ENG 310M/ENG 310N/ENG 310O/ENG 310Q/ENG 310R/ENG 310S). Literature and Culture: Children of War (3).

From Joseph Weissman in 1942 Paris to Rawi Hage in 1982 Beirut, from Michael Berg in 1958 Berlin to Marie N'Daiye in 1994 Kigali, and from Adis and Karim in 1996 Sarajevo to the child soldiers of Africa today, the children of war will share their stories, often in their own words. Through historical, cultural and hermeneutical analyses of four novels, fourteen films, and supplemental literature, this course will explore the heights and depths of the human spirit in contemporary societies broken by war. Specific themes to be discussed will include childhood innocence in the face of irrational violence, superstition and the developing imagination, moral ambiguity and emerging sexuality, and building adult futures of responsibility and hope. Weekly screening labs will include films from Bosnia, Poland, Lebanon, Israel, Iraq, Congo, Rwanda, France, Germany, Canada, and China, accompanying discussions of Kosinski's *The Painted Bird*, Chang's *Lust*, *Caution*, Schlink's *The Reader*, Hage's *DeNiro's Game*, and Galloway's *The Cellist of Sarajevo* as well as contemporary news journalism. Prerequisites: WRT 101 and ENG 200 or ENG 210.

ENG 310M (ENG 310/ENG 310H/ENG 310I/ENG 310G/ENG 310K/ENG 310J/ENG 310L/ENG 310N/ENG 310O/ENG 310Q/ENG 310R/ENG 310S). Literature and Culture: Literature and Psychology (3).

Freud famously said, 'Everywhere I go I find a poet has been there before me.' Freud recognizes that literature dramatized human psychology long before psychologists studied it as a science; he also suggests that, because literature and psychology traverse similar ground, they can be mutually helpful in understanding human nature and culture. We will begin our course by studying the foundations of psychoanalysis (Freud, Jung, and Adler), examining how these theories have influenced both writers and literary scholars. Later in the semester, we will explore how feminism, theories of race, and other culturally-minded theories have challenged these foundations and, consequently, also affected literary studies. Specifically, we will consider how evolving understandings of human psychology, especially those that recognize cultural differences, parallel a shift in how we create and interpret literature. Through close-analyses of Willa Cather's *A Lost Lady*, Tennessee Williams's *A Streetcar Named Desire*, Toni Morrison's *The Bluest Eye*, a selection of classic fairytales, and short stories by Edgar Allan Poe and others, we will examine how different psychological theories of human behavior relate to character development, plot movement, and reader response. Prerequisites: WRT 101 and ENG 200 or ENG 210.

ENG 310N (ENG 310/ENG 310H/ENG 310I/ENG 310G/ENG 310K/ENG 310J/ENG 310L/ENG 310M/ENG 310O/ENG 310Q/ENG 310R/ENG 310S). Literature and Culture: the Haitian Revolution (3).

This interdisciplinary seminar explores the Haitian Revolution and its varied representations in films, historical texts, and literature. The Haitian Revolution was the only successful slave uprising to result in the establishment of a free black republic in the Western hemisphere. Of course, at the time, this revolution went generally unremarked and unpublicized; for many years, the white political powers of North America and Western Europe wanted to hide or ignore the story of black slaves who rose up, took control of the island on which they lived, and instituted an independent government. The gap in popular historical knowledge about this revolution also results from the fact that many ex-slaves/soldiers couldn't read or write to tell the world their stories. This class aims to fill that gap by examining historical and literary accounts of the events surrounding the revolution and its aftermath. We will read works by C.L.R. James, Alejo Carpentier, Derek Walcott, Edwidge Danticat, William Wordsworth, Michel Rolph-Trouillot, and others. We will explore issues of race, class, representation, hegemony and politics in Haiti's colonial and post-colonial contexts, and we will consider how the revolution and its effects still permeate Haitian culture and society today. Prerequisites: WRT 101 and ENG 200 or ENG 210.

ENG 3100 (ENG 310/ENG 310H/ENG 310I/ENG 310G/ENG 310K/ENG 310J/ENG 310L/ENG 310M/ENG 310N/ENG 310Q/ENG 310R/ENG 310S). Literature and Culture: Hamlet (3).

Through its 400+ years in existence, Hamlet has been one of the most widely read, frequently performed, and scrupulously analyzed of all literary texts. This course begins with an attempt to put the play into its original cultural context by considering some key issues raised by the play, the political and religious backgrounds of these issues, and the conceptions of human psychology and physiology that inform Shakespeare's treatment of them. There follows an intensive sixweek study of the text itself, with our discussions enriched by considering the perspective of various disciplines on particular pieces of the play e.g., the Catholic-Protestant divergence of opinion about the Ghost, the psychological analysis by Freud's disciple Ernest Jones of Hamlet's relationship with his mother, and the modern feminist perspective on *Ophelia*. In considering the direct and indirect sources of *Hamlet*, we will locate Shakespeare's work in the Renaissance revenge tragedy tradition by reading Thomas Kyd's *The Spanish Tragedy*, and we will then move on to examining the uses (and abuses) of *Hamlet* made by the creative arts of subsequent centuries: painting, music (opera, folk, and rock) and film. Prerequisites: WRT 101 and ENG 200 or ENG 210.

ENG 310Q (ENG 310/ENG 310H/ENG 310I/ENG 310G/ENG 310K/ENG 310J/ENG 310L/ENG 310M/ENG 310N/ENG 310O/ENG 310R/ENG 310S). Literature and Culture: Modernism (3).

The 19th century, often described as a period of rapid industrial change and urbanization, and famously characterized as a 'century of becoming,' so altered the experience of being in the western world that it eventually led to the major shift in western intellectual and cultural history known as Modernism, that extraordinary period from the late-19th century to the beginning of World War II that produced radical new conceptions of human subjectivity and radical new ways of representing humans and their experience of the world, as well as new ways of making meaning in such a world. This course will consider the cultural forces and the set of ideas that led to Modernism and will examine the major features of Modernist production itself. With a focus on the literature and the art of the period and with steadfast attention to wider intellectual and cultural contexts this course will address the modernist themes of subjectivism, perception, impressionism, self-consciousness, stream-of-consciousness, the unconscious, representation, experimentation, alterity, myth, alienation, colonization, globalization, mass culture, materiality, social life, gender and sexuality, movement, being in time, as well as the new role of art itself in the constitution of meaning. The course will examine the works of Marx, Nietzsche, Freud, Lacan, Conrad, Kafka, Joyce, Woolf, Yeats, Ford, Eliot, Hemingway, Stein, Picasso, Braque, Duchamp, Saussure, Bergson, and/or others. Prerequisites: WRT 101 and ENG 200 or ENG 210.

ENG 310R (ENG 310/ENG 310H/ENG 310I/ENG 310G/ENG 310K/ENG 310J/ENG 310L/ENG 310M/ENG 310N/ENG 310O/ENG 310Q/ENG 310S). Literature & Culture: Toni Morrison and American Culture (3).

As a Nobel-laureate novelist, a professor of English and creative writing, an editor at Random House, a literary critic, a social critic, and a 'public intellectual,' Toni Morrison has had, and continues to have, an extraordinary influence on U.S. culture. While much of her fiction focuses on African American women, her male characters are as insightfully drawn and almost as prominent in her works as her female characters. In this course, we will explore Morrison's influence on American culture through multiple lenses. We will read and discuss three novels: *A Mercy*, Morrison's exploration of the genesis of racism in U.S. slavery; *Song of Solomon*, a self-centered young man's search for his black masculine identity, aided by an unorthodox female ancestor-figure; and *God Help the Child* [due to be published in April], an examination of the traumatic effects of internalized racism on contemporary African American women. A video of Morrison and Danielpour's opera *Margaret Garner*, a reworking of *Beloved*, will be part of our coursework. Selections from *Playing in the Dark: Whiteness and the Literary Imagination* will show Morrison's huge iconoclastic influence on 'white' literary criticism. We'll also study Morrison's Nobel Prize acceptance speech, with its gorgeous prose and provocative discussion of racial narratives. Finally, we'll read one or two of Morrison's didactic children's books, particularly *Please, Louise!*, set in 'where else?' a library. Throughout the semester we will study African American history, in part through *The Black Book*, which Morrison edited, and its Foreword, which Morrison wrote, and we will read and discuss articles from the disciplines of gender and women's studies, cultural studies, and psychology. Students will have the opportunity to use all these disciplines and texts in the critical writing they do for the course.

ENG 310S (ENG 310/ENG 310H/ENG 310I/ENG 310G/ENG 310K/ENG 310J/ENG 310L/ENG 310M/ENG 310N/ENG 310O/ENG 310Q/ENG 310R). Literature and Culture: Crimes and Misdemeanors (3).

This interdisciplinary course examines the idea of criminality in American literature and film. Using a number of text that explore the ambiguities of criminality and legality, we will encounter characters who take pleasure in other's pain, some who are heroic in their law breaking, and others whose lawlessness disrupts the judgments of a serious world. In particular, we will explore the ways in which race, gender, class and ethnicity shade and shadow our understanding of what's right, what's just, and/or what's legal. The course will address the centrality of radical individualism as represented on a spectrum of bad behavior: from serial murders to playful mayhem. We will draw on a range of genres as well, from the gangster picture and the western, to short fiction and comic sketches. Our texts will include the foundational philosophy of Henry David Thoreau and Elizabeth Cady Stanton's *Declaration of Sentiments*, the psychological horror and crime

fiction of Henry James, Washington Irving, Edgar Allan Poe, Susan Glaspell, and Herman Melville; and the films of Alfred Hitchcock, Billy Wilder, and Roman Polanski. Prerequisites: WRT 101 and ENG 200 or ENG 210.

ENG 311. English Literature: An Overview (3).

This course provides an overview of the history of English literature. The course will address most literary periods, covering a variety of genres (drama, poetry, fiction and non-fiction prose). The main text for the course will be *The Norton Anthology of English Literature: The Major Authors*. Prerequisites: WRT 101, ENG 218. Required for Theatre Arts majors.

ENG 312. Chaucer (3).

The study of the major works of Chaucer. No prior knowledge of Middle English needed. Prerequisites: WRT 101, ENG 218. Fulfills: Period (Pre 1789) requirement.

ENG 313. Medieval Quests and Romances (3).

A selection of outstanding literature of medieval times, including works by Dante, Marie de France and Chaucer along with many writers who remain unknown; emphasis on the way that medieval themes and materials crossed geographical and linguistic borders. Prerequisites: WRT 101 and ENG 200, ENG 210 or ENG 218. Fulfills: Genre requirement.

ENG 314. Advanced Grammar II (3).

This course is a continuation of Advanced Grammar to be offered as an elective during the summer sessions. Picking up where Advanced Grammar concludes, Advanced Grammar Part Two will assess syntactic structures beyond the level of the single clause, continue reviewing the parts of speech, and focus more intensively on the uses of punctuation. We will diagram increasingly complex sentences and use this skill to identify and correct errors in sentences from student writing and published work. Fulfills: Topic requirement.

ENG 316. Medieval Literature (3).

A study of selected major prose, poetry and/or drama of the English medieval period, with attention to classical, continental and religious influences, as well as relevant historical contexts. This course will variously focus on Old English literature, including *Beowulf*, Old English shorter poems and saint's lives, the works of Bede, Aelfric, Wulfstan and/or Asser, as well as Middle English literature, including the works of Chaucer, Gower, the Gawain-poet, Langland, Julian of Norwich, Margary Kempe, Layamon, anonymous romances, lyrics, sermons and plays. Any one of the following themes might be focused on, in any given semester: dreamers and dream visions, love and war, faith and pilgrimage, gender and chivalry monsters and heroes. Prerequisites: WRT 101 and ENG 200, ENG 210 or ENG 218. Fulfills: Period (Pre 1789) requirement.

ENG 317. Renaissance Literature (3).

A study of selected major prose and poetry of the English Renaissance, with attention to continental influences and relevant contexts.

This course will variously focus on the works of Sidney, Spenser, Shakespeare (the sonnets), More, Erasmus, Marlowe, Jonson, Donne, Herbert and/or Marvell. Prerequisites: WRT 101, ENG 218. Fulfills: Period (Pre 1789) requirement.

ENG 318. Shakespeare (3).

A study of selected works by Shakespeare toward developing a critical appreciation of his plays in particular. The course emphasizes close readings of Shakespeare's texts and analyses of the relationship between playscript and performance, in addition to providing instruction in conducting library research on literary topics. Prerequisites: WRT 101, ENG 218.

ENG 319 (THR 319). Elizabethan and Jacobean Drama (3).

The course will focus on popular non-Shakespearean plays written and performed in England during the late 16th and early 17th centuries. Special attention will be given to comedic and tragic traditions and to issues of class, politics and gender. Prerequisites: WRT 101 and ENG 200 ENG 210 or ENG 218. Fulfills: Period (Pre 1789) requirement.

ENG 320. Documentary Film (3).

Emphasis on the study of important documentary filmmakers, influential documentaries, and major schools of documentary film, as well as issues such as the role of the documentary filmmaker, the notion of objectivity in documentary, ethics in filmmaking, and the influence of the camera. Prerequisites: WRT 101 and ENG 200, ENG 210 or ENG 218. Fulfills: Genre requirement. Fulfills Core Requirement(s): VPA.

ENG 322 (CMM 314). Journalism and American Literature (3).

This course will survey the rich history of American journalists who have either produced creative works or who have relied upon literary techniques in their journalistic endeavors. Beginning with Thomas Paine and Benjamin Franklin, the course will move through the revolutionary period of essayists and pamphleteers, proceed to the nineteenth century and the romantic writings of political activists like Margaret Fuller and Henry David Thoreau, and the realist and naturalist fictions of writers like Mark Twain, Stephen Crane, and Charlotte Perkins Gilman. The course will end by surveying the works of black and white writers of the early twentieth century--W.E.B. Dubois, Zora Neale Hurston, Ernest Hemmingway, and H.L. Mencken--who negotiate their critiques of modern American culture and political life both as journalists and creative writers. Throughout the course, we will be exploring the relationship between the world of the American journalist and his or her subsequent influences upon American literature. Prerequisites: WRT 101 and ENG 200, ENG 210 or ENG 218. Fulfills: Topic requirement.

ENG 323 (PGS 323). Contemporary World Literature in English (3).

Students will read major literary works in English by writers from Africa, Asia, and the Caribbean. The principal texts have been

published since the 1980s, and address issues such as colonialism and postcolonialism, national identity, globalization, migration, economic exploitation, and gender and sexuality. Prerequisites: WRT 101 and ENG 200, ENG 210 or ENG 218. Fulfills: Topic requirement.

ENG 324. Milton and the Arts (3).

A study of John Milton's poetry and prose, with attention to its historical and biographical contexts. Though the main focus will be on his writings themselves, reading them in relation to his life and times will help us understand how and why, from his lyric poems to polemical prose to *Paradise Lost*, Milton regarded writing as both a political and spiritual "calling". Prerequisites: WRT 101, ENG 218. Fulfills: Period (Pre 1789) requirement.

ENG 326 (GWS 326). 19th C English and Irish Women Writers (3).

This course will examine literature produced by English and Irish women, respectively, during the 19th C. In particular, we will attend to the ways in which issues of particular concern to women from these respective yet interconnected nations are engaged in similar but also divergent ways. The course will not seek to apply some universal standard applicable to women from both nations, nor is its intent to substantiate any false binaries. Rather, the interest is to consider how aesthetic and narrative differences reflect differing social contexts; how the close interactions between these nations inflect the respective literary canons; how women from these nations represent one another; and how gendered issues may or may not affect, and be affected by, wider national views. Prerequisites: WRT 101 and ENG 200, ENG 210 or ENG 218. Fulfills: Period (Post 1789) requirements.

ENG 327 (ENG 427). Harlem Renaissance (3).

This course will explore the fiction, music, art, and the political and philosophical writing that emerged during the period known as The Harlem Renaissance. We will begin by tracing the historical developments that made possible the formation of Harlem as both a place and an idea. Beginning with the writing of Frederick Douglass and Sojourner Truth, we will listen to nineteenth century Black voices as they set the stage for even more complex expressions of Black identity, citizenship, and culture. We will debate W.E.B. DuBois' claim that race is a product of "blood and culture" and we will explore the ways in which various Black artists interpret that complicated idea. We will also trace the ways in which Black culture- both the high art of salons and galleries and the popular culture of speakeasys and clubs-participated in trying to solve the 'problem' of being-as Louis Armstrong sang it- both "Black and Blue." Finally, we will listen carefully to the powerful voices of artists such as Zora Neale Hurston who celebrate their racial identity and who invite us- Black, White, Brown, and Yellow- to join in that celebration. Prerequisites: WRT 101 and ENG 200, ENG 210 or ENG 218. Fulfills: Topic requirements.

ENG 328. The Invention of Print and Reinvention English Literature (3).

At the end of the Middle Ages in England, writers often lamented that their native tongue was "rustical," "rude," "barbarous" and "vile"

compared to the Classical and Romance languages in which the world's literary masterpieces were written. Less than a hundred years later, Shakespeare and other English authors were being extolled by their countrymen as literary "kings" and "stars" equal to the best Greek, Latin, Italian, French, and Spanish authors. Instead of being an embarrassment, their poems, plays and prose works were held up as evidence of the nobility of the English language. What happened? ENG 328 invites students to discover potential answers to this question by taking a "book history approach" to the study of literature from this era, asking such questions as, In what forms were literary works made and circulated in late medieval and early modern times? How was it marketed? How regulated or censored? And how might such factors have influenced people's responses to literary works, which we know ranged from delight to rage, from fear to veneration? Thus the course offers an introduction to the techniques of hand-press book production and the rise and regulation of the London book trade; examination of the different physical features of early printed books, such as paper stocks and bindings, font types, ornamental title-page borders and woodcut illustrations; consideration of some recent influential essays on the relation between book history and literary history; and above all, scrutiny of a range of different literary works printed in a range of different forms- from bawdy penny ballads, railing rhymes and "bad quartos" to the sonnet sequences, "first folios," and other "printed monuments" that ultimately helped to invest English literature with new meaning and new value. Prerequisite: WRT 101 and ENG 218. Fulfills: Topic Requirement.

ENG 330 (THR 330). Literary London (3).

This course examines literature about London, one of the world's major cities, produced in England during the 18th and 19th centuries. We will study selected texts - poetry, fiction, non-fiction, and plays - that consider London's diversity and its significance as a cultural and commercial center, reflect on the social, political, philosophical, and religious ideas that have inspired representations of London, and recognize the contribution that London has made to English literature. The course is open to anyone with an interest and enthusiasm for the subject. It satisfies departmental requirements for major electives in the literature of the 18th and 19th centuries and, for theatre majors, one of the literature requirements. Students enrolled in this course will participate in a twelve-day study tour of London and its environs during January break. Additional fees will be required. Prerequisites: WRT 101 and ENG 200, ENG 210, or ENG 218. Fulfills: Period (Post 1789) requirements.

ENG 333. Restoration & 18th Century Lit (3).

Selected works of Restoration and eighteenth century literature, including works by Congreve, Dryden, Pope, Swift, Johnson, Gray, Collins, Burke and Burns. Prerequisites: WRT 101, ENG 218. Fulfills: Period (Pre 1789) requirement.

ENG 336. The 18th Century Novel (3).

An examination of themes and styles in significant novels by major authors (e.g. Defoe, Richardson, Fielding, Sterne and Austen) with

selected critical readings. Prerequisites: WRT 101, ENG 218. Fulfills: Genre requirement.

ENG 338 (CMM 338). Writing in the Real World (3).

This course calls on the practices of professional and business communication to offer students practice with writing in "real world" contexts. In this class, students will develop strategies for responding to professional and community-based writing scenarios, reaching internal and external audiences, designing both print and digital/online texts, and composing application materials. Students will engage writing and revision processes, provide feedback to peers, compose collaboratively as part of a team, and learn the standards and conventions of non-academic communication. The genres students encounter may include memo, letter, e-mail, resume, cover letter, flier, pamphlet, and website. The course will also address digital-visual communication tools including Twitter, PowerPoint, and other emerging platforms. Prerequisites: WRT 101, and ENG 200, ENG 210 or ENG 218.

ENG 340 (GWS 314/PGS 314). Post-Colonial Literature and Theory (3).

This course will introduce students to theories of colonialism through the study of world literatures. What is the impact of colonization on a culture? How do questions of language, race, class, and gender impact the experience of colonialism? Students will read novels and short works from a variety of formerly subject nations, including India, Nigeria, Egypt, and Ireland. Short segments of theory will guide and accompany these readings. Prerequisites: WRT 101 and ENG 200, ENG 210, or ENG 218. Fulfills: Topic requirement. Fulfills Core Requirement(s): DIV.

ENG 346 (GWS 346). Victorian Poetry and Prose (3).

This course examines the poetry and non-fiction prose of the Victorian period, which begins with the passage of the First Reform Bill in 1832 and runs concurrently with the reign of Queen Victoria from 1837 to 1901, a period that saw a general shift away from the Romantic emphasis on individualism and subjectivism to a new emphasis on social life and social concerns, including the role of women in both private and public life; that witnessed a comparable shift away from the sanctity of nature to a new emphasis on the discoveries of natural science, including those of Charles Lyell and Charles Darwin; and that marked the unprecedented expansion of British industry and the utmost extension of the British Empire. The course will explore these developments as well as other developments in religion, art, culture and the Victorian imagination in the poetry of Tennyson, Arnold, the Brownings, the Rossettis, Swinburne, Meredith, and Hardy, as well as the non-fiction prose of Carlyle, Hazlitt, Darwin, Marx, Mill, Arnold, Ruskin, Pater, and Wilde, and/or others representative of the period. Prerequisites: WRT 101 and ENG 200, ENG 210 or ENG 218. Fulfills: Period (Post 1789) requirement.

ENG 347 (GWS 347). The Victorian Novel (3).

An examination of the Victorian novel, addressing the following issues: the ways in which Victorian novels recall and revise romanticism and look forward to modernity; the influences of science, evolution, and industry on the content and form of the novel; representations of domesticity and the attempts of women novelists to rewrite or redefine heroism and tragedy; and Victorian preoccupation with the past, as it affects narrative notions of character and conceptions of literary history. Authors treated include Charlotte Bronte, Emily Bronte, Charles Dickens, Thomas Hardy and George Eliot. Prerequisites: WRT 101 and ENG 200, ENG 210 or ENG 218. Fulfills: Genre requirement.

ENG 350. Amer Lit Survey I:to Civil War (3).

Significant works of the major figures in American literature from the Colonial period to the Civil War. Authors treated include Franklin, Irving, Emerson, Hawthorne, Poe, Thoreau, Melville and Whitman. Prerequisites: WRT 101, ENG 218.

ENG 351. Am Lit SurveyII:CivWar-Present (3).

Significant works of major American writers from 1860 to the present. Authors treated include Dickinson, James, Wharton, Faulkner, Hughes, Rich, Morrison and many others. Prerequisites: WRT 101, ENG 218.

ENG 352. Introduction to Children's Literature (3).

An introduction to literary works written for children, with special emphasis on developing skills for the critical analysis of children's literature and for incorporating it effectively into the school curriculum at different grade levels. Prerequisites: WRT 101, ENG 218. Fulfills: Topic requirement.

ENG 355. Transcendental Literature (3).

A study of the key writers and texts of the 19th-century American transcendental movement. Authors treated include Margaret Fuller, W. H. Charming, Emerson, Thoreau, Hawthorne, Melville, Whitman and Dickinson. Transcendentalism is seen as a partial reaction against 18th-century rationalism, the skeptical philosophy of Locke and the confining religious orthodoxy of New England Calvinism. Prerequisites: WRT 101, ENG 218. Fulfills: Period (Post 1789) requirement.

ENG 357. Performing Literature (3).

This is a basic course in the reading of imaginative literature as an art of solo performance. It is also a course in the study and appreciation of literature—a study aimed at making possible a full sharing of that literature with an audience. Working with three forms of literature—poetry, narrative prose and drama—students will study, workshop and perform short selections in each genre. Prerequisite: WRT 101. Fulfills Core Requirement(s): VPA.

ENG 358 (CMM 358/GWS 358). Representations of the Media in Film (3).

This course is designed to explore ways in which films present myriad images of the mass media when they take as their subject matter the news, documentaries, radio, television, and the film industry itself. The course will develop students' understanding of the nature and function of mass media in American culture and the relationship between power structures and representations of gender in media industries. Prerequisites: WRT 101 and ENG 200, ENG 210 or ENG 218. Fulfills: Topic requirement.

ENG 361. Modern British Fiction (3).

A study of the fiction of Conrad, Lawrence, Woolf, Forster, Joyce and other major British authors from about 1900-1940. Prerequisites: WRT 101, ENG 218. Fulfills: Period (Post 1789) requirement.

ENG 364 (GWS 354). Modern American Fiction (3).

A study of American fiction of the modernist period (roughly 1915-1950), including representative works by many of the major fiction writers, e.g. Wharton, Faulkner, Glasgow, Hemingway, Hurston, Fitzgerald, Wright. Prerequisites: WRT 101 and ENG 200, ENG 210 or ENG 218. Fulfills: Period (Post 1789) requirement.

ENG 365. Modern British and American Poetry (3).

A study of modern poetry from its earliest practitioners (Whitman, Dickinson, Hardy and Hopkins) through to contemporary poets. Emphasis is on the continuities and discontinuities between traditional and modernist values and techniques in the major British and American poetry of the 20th century. Prerequisites: WRT 101, ENG 218. Fulfills: Genre requirement.

ENG 367. Yeats (3).

This study of the work of William Butler Yeats places paramount emphasis on the poetry. Some knowledge of the historical and literary context will be required. Prerequisites: WRT 101, ENG 218. Fulfills: Topic requirement.

ENG 368 (THR 368). Modern American Drama (3).

A survey of the major playwrights beginning with O'Neill and normally including Maxwell Anderson, Rice, Odets, Miller, Albee, Wilder, Saroyan and Williams. Prerequisites: WRT 101 and ENG 200, ENG 210 or ENG 218. Fulfills: Genre requirement.

ENG 369 (THR 369/GWS 357). Modern European Drama (3).

A study of representative plays of European dramatists from the mid-19th century to the mid-20th centuries. Prerequisites: WRT 101 and ENG 200 ENG 210 or ENG 218. Fulfills: Genre requirement.

ENG 371 (CMM 380/GWS 351/THR 371). Critical Approaches to Film (3).

An introduction to film genre, genre theory and film criticism, the course will examine the generic conventions that govern production and reception of film texts. Film genres may include the screwball comedy, the melodrama, the western, the musical, the gangster picture, film noir and others. Prerequisites: WRT 101 and ENG 200, ENG 210 or ENG 218. Fulfills: Genre requirement. Fulfills Core Requirement(s): VPA.

ENG 372 (THR 372/CMM 381). History of Film: Beginnings to 1940 (3).

This course will survey major developments in cinema from the advent of the medium near the end of the nineteenth century, through the emergence of a syntax for narrative film during the silent era, to the arrival and entrenchment of the sound film in the late 1920s and early 1930s. The nature of the course is such that our concerns will be manifold, but they will surely include attention to the following: the work of several pioneers of the medium-the Lumiere brothers, Thomas Edison (and his major collaborator William Kennedy Laurie Dickinson), George Melies, and Edwin S. Porter; D. W. Griffith's central role in the creation of a "language" for moving images and his equally significant role in turning film into a popular medium; some of the formal experiments that took place in Germany in the 20s-German expressionism, in particular, as well as the *Kammerspielfilm*; Soviet montage; French impressionism and surrealism; the great Hollywood comics of the 20s; the development of sound technology and its impact on film form; the importance of genre in the development of the film industry; and French poetic realism. Without scanting attention to such historical matters, we will also, however, want to engage particular film texts: thus much of our time in class will be spent discussing individual films. Prerequisites: WRT 101 and ENG 200, ENG 210 or ENG 218. Fulfills Core requirement(s): VPA.

ENG 373 (THR 373/CMM 382). History of Film: 1940 to Present (3).

A study of the development of film since 1940. The course will examine social, technical, and artistic aspects of important films by influential directors, addressing in particular the well-made Hollywood film, Italian neo-realism, French new wave, and the rise of auteurism. Prerequisites: WRT 101 and ENG 200, ENG 210 or ENG 218. Fulfills Core Requirement(s): VPA.

ENG 378 (CMM 383/GWS 359). The Films of Alfred Hitchcock (3).

In this course, we will examine whether Hitchcock's films can be said to constitute a coherent 'body' of work - identifying in the process potential stylistic idiosyncracies and thematic preoccupations. And we will try to come to some understanding of what is gained and what lost by thinking in these terms. We will use Hitchcock's desire to develop a rigorously cinematic mode of presentation as a means of opening a discussion about the ways films "speak". And we will wonder, along with a handful of contemporary critics, what kind of viewer the films seek to construct. We will take the films' explicit interest in watching

as a point of departure for an analysis of voyeurism and its centrality in contemporary western culture. Finally, and not incidentally, we will use the occasion the course provides to spend time watching a number of engaging films. Fulfills core Visual and Performing Arts requirement. (VPA) Prerequisites: WRT 101 and ENG 200 or ENG 218. Fulfills: Topic requirement.

ENG 379. Practicum in English (3).

This course will provide the student who intends to pursue graduate study in English with an intensive review of some of the basic content areas in English literature while also advancing the student's research skills. The student will work closely with an instructor analyzing the pedagogical issues surrounding particular texts, discussing techniques for eliciting the most effective papers, and determining ways to make literary works both affecting and relevant. Not only will the student provide tutorial assistance to other students, he or she will also pursue a research project related to the content area of the class under the guidance of the instructor. This course is available only to English literature concentrators. Students will be assigned to professors teaching in the departments Prerequisite: WRT 101 and ENG 218.

ENG 380 (GWS 380/GWS 380). Literature by Women: 17th-19th Century (3).

The works of English and American women writers from the 17th through the 19th century. Covers a wide survey of authors, including complete novels by Fanny Burney, Jane Austen, Charlotte Bronte and George Eliot. Prerequisites: WRT 101 and ENG 200 or ENG 218. Fulfills: Topic requirement.

ENG 381 (GWS 381). Women As Art/Women As Artists (3).

Working with the subject/object distinction made in the visual arts by thinkers like John Berger and Laura Mulvey, this class begins by examining texts in which women are portrayed as beautiful objects, then moves to texts in which women create their own artworks. In all of these works, questions of power, agency, and creativity are central. We will read novels such as Edith Wharton's *The House of Mirth*, Tracy Chevalier's *Girl with a Pearl Earring*, and Mary Gordon's *Spending*, along with A.S. Byatt's *The Matisse Stories* and a number of other short works. The course also includes art history relevant to the works being studied, and when possible, visits by artists and a trip to museums in New York City. English majors: this counts as a Topics course. Prerequisites: WRT 101 and either ENG 200, ENG 210 or ENG 218. Fulfills: Topic requirement.

ENG 382 (GWS 382). African-American Literature (3).

An introduction to the wide range of African-American literature from slave narratives to present-day authors. Issues include the relation of African-American culture to dominant Anglo culture; the influence of slavery on the lives of African-Americans; African-American self-perception; the roles of gender and economic status. Authors may include Douglass, Jacobs, Chesnut, Hurston, Hughes, Brooks, Wright, Morrison, Naylor and others. English majors earning certification in

Adolescent and Dual Adolescent/Special Education will also study and practice curriculum design and instructional strategies that connect the course's content to today's multi-cultural classrooms. Only English may satisfy the EDU 303 teacher certification requirement by completing this course. Prerequisites: WRT 101 and ENG 200 or ENG 218. Fulfills: Topic requirement.

ENG 383 (GWS 383). American Ethnic Literature (3).

Introduces students to native and immigrant voices in American literature, including Native American writers such as James Welch and Louise Erdrich; Asian-American writers such as Maxine Hong Kingston and Amy Tan; and writers from Latino/a, Arab-American, Jewish and other backgrounds. English majors earning state teacher certification in Adolescent and Dual Adolescent/Special Education will also study and practice curriculum design and instructional strategies that connect the course's content to today's multi-cultural classrooms. Only English majors may satisfy the EDU 303 teacher certification requirement by completing this course. Prerequisites: WRT 101 and ENG 200 or ENG 218. Fulfills: Topic requirement.

ENG 384 (CRW 384). Introduction to Writing Poetry (3).

This introductory creative writing workshop is devoted to the writing and revising of poems. We will explore writing techniques as well as writing samples by established authors, but most of our time will be devoted to critiquing student poems with an eye toward revision and improvement. Students will complete a final portfolio of poetry to be submitted at the end of term.

ENG 385 (CRW 385). Creative Writing Workshop (3).

Intensive practice in the writing and criticism of poetry and fiction. Associated readings geared to the needs of the individual participant. Prerequisite: WRT 101. Fulfills Core requirement(s): VPA.

ENG 386 (THR 386/CRW 386). Introduction to Playwriting (3).

A workshop that introduces students to the techniques of dramatic writing. In our explorations of structure, dialogue and methods of characterization, students begin by writing one- to two- page exercises, advance to outlines for plot and character and finally write a ten-minute play which is performed in class. Prerequisite: WRT 101. Fulfills Core requirement(s): VPA.

ENG 387 (CRW 387/CMM 387). Scriptwriting (3).

This course provides study and practice in the special requirements of writing fictional works for television and film. This course will focus on: basic dramatic structures and story telling, the premise, the pitch, character development, writing the treatment, story outlines, writing the master scene and completing the script. At semester end, students are expected to produce full-length tele-plays, radio dramas or film scripts. Prerequisite: WRT 101. Fulfills Core requirement(s): VPA.

ENG 389 (CRW 389/THR 389). Writing the One Act Play (3).

The goal of this writing workshop is to write a one-act play. The course is designed for students who have some experience with writing plays or a strong creative writing background. Students will first explore the techniques of dramatic writing through examples, exercises, and class discussion, advance to plot outlines and character sketches, and finally write a one-act play, which will be performed in class. Prerequisite: WRT 101. Fulfills Core requirement(s): VPA.

ENG 390. Independent Study (1-3).

A student who wishes to pursue an independent project for academic credit must submit, prior to registration, a proposed plan that includes a description of the project and its goals, the methods to be followed, a schedule of work and supervision, an evaluation procedure and the number of credits sought. The proposal must be approved by the supervising faculty member, the department chair and the academic dean. It will be kept on file in the academic dean's office.

ENG 391 (CRW 391). Advanced Poetry Workshop (3).

A poetry writing workshop for students who have completed the introductory creative writing workshop or who can demonstrate advanced creative writing abilities. The course requires a close study of poems by major modern and contemporary authors and may include exercises in traditional forms. Prerequisites: WRT 101 and CRW/ENG 385. Fulfills Core requirement(s): VPA.

ENG 392 (CRW 392). Advanced Fiction Workshop (3).

A fiction writing workshop for students who have completed the introductory creative writing workshop or who can demonstrate advanced fiction writing ability. The course requires the reading of major modern and contemporary authors, weekly short writing assignments and the writing of an extended work of prose fiction or a linked series of short stories. Fulfills core Visual and Performing Arts requirement. (VPA) Prerequisites: WRT 101 and CRW/ENG 385.

ENG 393. Teaching and Tutoring Writing (3).

This course introduces students to methods for teaching and tutoring writing. The course examines different pedagogical approaches within the context of one-on-one tutoring. Topics discussed include assisting students in all parts of the writing process, providing grammatical help, tutoring in unfamiliar disciplines, and working with ESL writers. Students apply the concepts and practices discussed in the class as writing tutors in the "Tutoring @ Le Moyne" program. Students who successfully complete the course can apply to continue as writing tutors. This seminar course is discussion and writing intensive. Prerequisite: WRT 101.

ENG 395 (CRW 395). Nonfiction Writing Workshop (3).

A workshop that will introduce students, through writing assignments, to the many varieties of creative nonfiction, including the personal essay, memoir, travel writing, the lyric essay, the portrait, and the political essay. We'll engage the eternal concerns and debates of nonfiction writing, including: what it means to tell the "truth", representing the "I" or first-person narrator as a character, telling other people's secrets, the (un)reliability of memory, etc. We'll learn how to use traditional fiction techniques (scene, character, setting, dialogue) in nonfiction, as well as practice techniques more typically seen in creative nonfiction, such as enacting on the page the writer's "story of thought." On occasion this writing workshop will be offered with a particular focus, such as writing about science, family, or sports. The focus will be announced in advance of registration. Prerequisite: WRT 101.

ENG 397 (CMM 397). Writing Nonfiction: (3).

A course in writing for general audiences on topics that will vary from one semester to the next; topics may include the fine arts, nature/the environment, science, the family, popular culture, and politics. These courses will be both reading-and writing-intensive, with readings serving as models and resources for students own writing; outside research in the form of interviews, observations/site visits, or attendance at cultural events will also be a component. Prerequisite: WRT 101.

ENG 400. Seminar Literature & Rhetoric (3).

A selection of interdisciplinary seminars centered on literature, media, or rhetoric but integrating other components of a Le Moyne education, thus helping students see the interconnectedness of disciplines. Designed to reach beyond the traditional limits of literary study, these seminars will also encourage students to enhance their speaking and writing skills. Prerequisites or corequisites: WRT 101, ENG 200 or ENG 218, and ENG 300.

ENG 402. Literary Utopias and Dystopias (3).

This course encourages students to explore the relationships between imaginative literature and a variety of disciplines. Proceeding chronologically, we will begin with several western utopias and move into modern and contemporary dystopias -some of which address the "problem" of being non-western or female in an ostensibly perfect world. Prerequisites or corequisites: WRT 101, ENG 200 or ENG 218 and ENG 300.

ENG 403. Writing and Speaking in the Professions (3).

A course designed to train students to write efficient business documents and to present effective oral briefings in an organizational setting. Students will consider ethical issues faced in careers, methods of persuasion, audience analysis and writing issues of clarity, conciseness and courtesy, among others. Literature about business will be a basis for presentations. Prerequisites or corequisites: WRT 101, ENG 200 or ENG 218 and ENG 300.

ENG 404 (GWS 404). Literature and Psychology (3).

A seminar employing psychological approaches in analyzing and writing about literary texts. In examining fiction, poetry and drama by writers from Sophocles to Toni Morrison, the course includes such topics as archetypes, defense mechanisms, psychological disorders, family dramas, therapeutic relationships, the psychology of women or the psychology of the artist. Contributions of selected psychological theorists provide a foundation for discussion of literary texts. Prior knowledge of psychology is not required. Prerequisites or Co-requisites: WRT 101, ENG 200 or ENG 218, and ENG 300.

ENG 405 (GWS 408). Gender and Literature (3).

Students will explore issues of gender formation and gender identity (in the United States) as described in the literature. The course covers a variety of eras as well as authors from various backgrounds. Prerequisites or corequisites: WRT 101, ENG 200 or ENG 218 and ENG 300.

ENG 406. *Hamlet: Views and Variations* (3).

Intensive study of *Hamlet* itself will be supplemented by consideration of interpretations of the play from a variety of perspectives (such as feminism, Marxism, and psychoanalysis). The course will also look at Shakespeare's sources, adaptations of *Hamlet* for other media (such as film and television), and artwork, music and other plays inspired by it. Fulfills core Visual and Performing Arts requirement. (VPA) Prerequisites or corequisites: WRT 101, ENG 200 or ENG 218, and ENG 300.

ENG 407. Literature and the Environment (3).

Examination of the views of nature and the environment as seen by selected writers, poets, and essayists of the nineteenth and twentieth centuries. The readings, discussions, and written assignments will explore the aesthetics, the socio-political climate and the prevailing attitudes toward the environment that formed the background for readings. Prerequisites or corequisites: WRT 101, ENG 200 or ENG 218 and ENG 300.

ENG 408. The Holocaust in Literature and Film (3).

European and American writers whose pens bore witness to the horrors of the Nazi concentration camps. Through nonfictional memoirs and imaginative accounts, this course will document how survivors of the holocaust forged a resilient art out of the pain they endured. Films and guest speakers will supplement the reading materials. Prerequisites or corequisites: WRT 101, ENG 200 or ENG 218 and ENG 300.

ENG 409. Celtic Literature (3).

This course explores ancient and modern Irish and Welsh literary traditions with emphasis on the mythological, historical and political backgrounds of the literature. Prerequisites or corequisites: WRT 101, ENG 200 or ENG 218, and ENG 300.

ENG 411. Cultural Perspectives on Medicine (3).

Drawing on a combination of classic literary texts and modern meditations on the practice of medicine this course explores the intersection of medicine and literature and seeks to understand our perceptions of disease as a cultural phenomenon. Prerequisites or corequisites: WRT 101, ENG 200 or ENG 218 and ENG 300.

ENG 412 (GWS 412). American Outlaws and Outcasts (3).

Exploration of American literature from a cultural perspective, particularly its fascination with characters who transgress, manipulate and confront the boundaries that demark American culture. We will focus on a variety of figures who are both powerful and marginal: writers, criminals, clowns and lovers. We will compare America's painted and tainted ladies with its masked lone rangers to see what difference gender makes in the terms and consequences of their isolation. Prerequisites or corequisites: WRT 101, ENG 200 or ENG 218 and ENG 300.

ENG 413. Contemporary Catholic Fiction (3).

A close look at several major Catholic writers of the twentieth century, all of whom bring to their art a specifically Catholic perspective: "a conviction of the open-ended mystery of matter," an appreciation of ritual, an understanding of paradox and a way of looking at the world that takes seriously the implications of believing in the Incarnation, i.e. that God has joined the human struggle. The course combines literary and theological methods with a broad cultural perspective to understand better what Catholicism means in the last half of the twentieth century. Prerequisites or corequisites: WRT 101, ENG 200 or ENG 218 and ENG 300.

ENG 414 (GWS 414). Amer Film Noir & Femme Fatale (3).

This core course will trace the development of film noir and the femme fatale through the original cycle of noir films of the '40s and '50s to later and neo-films. We will look at the socio-historical contexts of these films in order to generate questions not only about the cultural origins and revisions of the genre, but also about the effectiveness and viability of contemporary representations of the femme fatale. Students will present submissions each week in response to films and assigned readings. Fulfills core Visual and Performing Arts requirement. (VPA) Prerequisites or corequisites: WRT 101, ENG 200 or ENG 218 and ENG 300.

ENG 415 (GWS 415). 12 American Films: Auteurism (3).

A socio-historical study of the works of six exceptional American film directors of the twentieth century. We will approach the films of Billy Wilder, Orson Welles, Alfred Hitchcock, Stanley Kubrick, Martin Scorsese and Woody Allen through the perspective of. 1) socio-historical context, 2) genre study, and 3) auteurism (film director as author/artist). Focus on theme of viewing and being viewed, and the larger issues of performance raised by this theme,

including the process of becoming a public image and the representation of the artist-figure and actor. Significant attention to the representation of women as objects of vision. Fulfills core Visual and Performing Arts requirement. (VPA) Prerequisites or corequisites: WRT 101, ENG 200 or ENG 218, and ENG 300.

ENG 416. Literature, Film and Culture (3).

Examination of the cultural climates of various written texts and the films that are based on them. We will explore the social circumstances that have given rise to revisions of particular texts as we discuss the way in which the films studied are true or untrue to the earlier works on which they are based. We will also examine the literary nature of all the works, asking how we read film differently from the way we read written texts. Prerequisites or corequisites: WRT 101, ENG 200 or ENG 218, and ENG 300.

ENG 417. Arthurian Legend (3).

This interdisciplinary course focuses on the medieval origins and later developments of the Arthurian legend in its varying forms, especially in English literature. Questioning why revitalizations of interest in Arthurian ideals occur when they do, class members will consider cultural and political contexts as well as the moral and psychological issues that writers such as Malory and Tennyson raise. Given the multiple translations and transformation involved, students will further challenge themselves to understand the nature of literary and other imitations. Prerequisites or corequisites: WRT 101, ENG 200 or ENG 218 and ENG 300.

ENG 418. Literature and Revolution (3).

This interdisciplinary seminar explores a variety of interactions between literary texts and their socio political contexts, especially during periods of revolutionary turbulence. Focus is on the immediate historical settings in which particular creative works were written, the events by which they were affected and the events that they, in turn, helped to shape. Roughly equal attention is devoted to the aesthetic and the historical dimension. Prerequisites or corequisites: WRT 101, ENG 200 or ENG 218, and ENG 300.

ENG 419 (GWS 419). Contemp Irish Lit and Politics (3).

This interdisciplinary core seminar will explore the major writers of post-Civil War Irish literature, focusing on the novelists, poets and playwrights who have responded to and helped shape an Ireland very different from that of the 1916 Rising. We shall read selectively in the fiction, poetry and drama of the period, with special attention to the intersection of politics and imagination in contemporary Irish culture. Prerequisites or corequisites: WRT 101, ENG 200 or ENG 218 and ENG 300.

ENG 420. Race and Ethnicity in Early America (3).

This interdisciplinary course explores the fluctuating categories of racial identity from both historical and literary perspectives.

Proceeding chronologically, we will utilize both fictional and nonfictional materials to investigate how ethnic and national identities were transformed into ever-shifting classifications of white, black and red. Readings, research and discussion. Fulfills ENG/HST senior core requirement.

ENG 421. Literature and Education (3).

The focus of this 400-level course in Literature and Education will be the relationship that exists between the structures of education and the practice of educating as it appears in a variety of texts. We will explore the enterprise of education as it appears in literature as well as from historical, philosophical, sociological and educational theory perspectives. We will read from a wide variety of texts and will consider the aims of education, the relationship between student and teacher, the disconnect between educational theory and practice and education as instrument of change as it is presented in literary worlds. Prerequisites or corequisites: WRT 101, ENG 200 or ENG 218 and ENG 300.

ENG 422 (GWS 422). Literature and Science (3).

This course explores relationships between literature and science through a study of drama, poetry, scientific articles, and nonfiction writing about science, most of it from the 20th century. We will look at how literature represents and interprets scientific practice and concepts, and how scientific texts use literary and rhetorical techniques to communicate with and persuade audiences. Topics include women and science, the languages of science, and heroes/anti-heroes of science. Prerequisites or corequisites: WRT 101, ENG 200 or ENG 218, and ENG 300.

ENG 423. Introduction to Cultural Studies (3).

This course introduces students to the theory and practice of cultural studies, which itself takes the theories and practices of textual analysis, combines them with the theories and practices of social analysis - especially those of psychoanalysis, anthropology, sociology, gender studies and feminism - and applies them to contemporary cultural objects, in the interest of demonstrating how such objects are formed at the intersection of various cultural forces and how they reproduce dominant cultural values, often problematic cultural values including cultural prejudices and structures of power. Cultural studies offers a valuable analysis for social progress and change. Prerequisites: WRT 101, ENG 200 or ENG 218, and ENG 300.

ENG 424. Literature and Music (3).

Works of literature have often been transformed and recreated in musical form, though the process has occasionally worked in the opposite way. This course aims to study works in several literary forms (poetry, novels and drama) to consider what happens when they are transformed into a variety of musical forms (e.g. opera, popular musicals, rock and gospel) - or vice versa. We will focus particularly on the effect that the addition or deletion of music has on the tone, theme and characterization of each of these works, and thus try to sharpen our sense of how music creates meaning. Prerequisites or corequisites: WRT 101, ENG 200 or ENG 218, and ENG 300.

ENG 427 (ENG 327). The Culture and Literature of Harlem (3).

This course will explore the fiction, music, art, and the political and philosophical writing that emerged during the period known as The Harlem Renaissance. We will begin by tracing the historical developments that made possible the formation of Harlem, as both a place and an idea. Beginning with the writing of Frederick Douglass and Sojourner Truth, we will listen to nineteenth century Black voices as they set the stage for even more complex expressions of Black identity, citizenship, and culture. We will debate W.E.B. Dubois' claim that race is a product of "blood and culture" and we will explore the ways in which various high art of salons and galleries and the popular culture of speakeasys and clubs-participated in trying to solve the 'problem' of being-as Louis Armstrong sang it-both "Black and Blue." Finally, we will listen carefully to the powerful voices of artists such as Zora Neale Hurston who celebrate their racial identity and who invite us-Black, White, Brown, and Yellow-to join in that celebration. Fulfills: Topic requirement.

ENG 428 (PSC 428/THR 428). Politics and Literature (3).

Does literature reflect on the use of power, authority, ideology and identity? How does literature affect us and the way we interpret the political world? What makes theatre political? What hopes for changing the world does theatre dramatize? How does the theatre become a productive site for representing, and even enacting, political change? This course explores these questions by reading various literary works including a number of plays from different time periods. The encompassing question this course tries to answer (by analyzing the perspectives of different authors) is: What does it mean to have political freedom?

ENG 447 (HST 447). Seduction & Betrayal in Ancient Med World (3).

What causes a person to be seduced, or lead astray, from proper conduct or from previously held principles? What does it mean to be betrayed? How do various forms of seduction and betrayal - personal, psychological, social, political - manifest themselves? How do individuals, families, and communities respond to and attempt to recover from seductions and betrayals? In this Seminar we will consider the personal, political, historical, and cultural implications of the above questions by examining Classical ancient texts and their continuing influence on the contemporary world. Beginning with a blood-soaked tale that features a victorious war hero who is seduced and betrayed by his adulterous wife, this Seminar will culminate in a multi-media investigation of the enigmatic figure of Cleopatra, the real-life historical ruler of Egypt, (in) famous for her seductive charms that captivated the Romans Caesar and Mark Antony. After her suicide, Cleopatra was reinvented while her corpse was practically still warm by the poet Horace, was later famously portrayed in Shakespeare's Antony and Cleopatra, and was yet again immortalized centuries later in Mankiewicz's 1963 extravagant blockbuster film. Looking at a range of sources, including ancient historical accounts and sculpture, Renaissance paintings, a modern comic book, and the recent HBO television series "Rome," we will interrogate the distinctions between fact and fiction and will explore the living legacy of the ancient Mediterranean world.

ENG 455 (CCM 422/CCM 522). Medicine in Literature and Film (3).

The relationship between literature and medicine will be explored through the study of novels, short stories, essays and films about medical situations, characters and themes. Thematic areas to be examined include medical ethics in literature; the hospital as environment; relationships between health care workers and patients; illness as metaphor and as reality. Discussion on what writers are communicating and how they do so will emphasize characterization, setting, tone and point of view.

ENG 480. Honors Tutorial (3).**WRT 100.** Introduction to Critical Writing (3).

This 3-credit, pass/fail course will for some students be a prerequisite for WRT 101. Admission to WRT 101 will be based on a prior selection process. This course develops basic writing skills such as paper organization, paragraphing, thesis-building, and argumentation. It also focuses on fundamental issues of syntax and grammar. Students will be expected to revise several papers and to participate in writing workshops. One of the primary functions of this class will be to prepare students for successful completion of WRT 101. Pass/fail only.

WRT 101. Critical Writing (3).

Practice in the skills of critical thinking, critical reading, and especially critical writing. Students will analyze selected essays and articles in conjunction with frequent writing assignments. Students will be expected to gain and demonstrate college-level proficiency in critical reading, critical writing, and standard English grammar and usage.



Foreign Languages and Literatures

Chair: Mary L. Zampini

Professor(s) of Practice: Deborah H. Cromley

Professor Emeritus: Mirielle Goodisman, John McMahon, Raquel Romeu, Anthony Vetrano

Associate Professor(s): Josefa Alvarez, James H. Dahlinger, Orlando Ocampo, Elena Rodriguez-Guridi

Adjunct(s): Miryam Bar, Consuelo Endrigo-Williams, Man Jia, Ellen Kotzin, Eva Phillips, Marie Martine Shannon, Gilda Sisera

Foreign language studies at Le Moyne aim to acquaint students with a language, culture and civilization different from their own. The department of foreign languages and literatures offers majors in French and Spanish (31 credit hours above the intermediate level). Students will fulfill 12 of these credit hours during their study abroad program. As part of their program of study, Spanish and French majors are required

to spend a semester abroad. Summer programs should include two sessions. Whenever possible, students are required to live with a host family. Exceptions will be dealt with on an individual basis. Arrangements for credit for such study are made in advance in consultation with the department chair.

As part of their program of study, Spanish and French majors are required to take the Oral Proficiency Interview, a linguistic competence test developed by the American Council on the Teaching of Foreign Languages, and reach the advanced low level, or retake it. Students need to register for SPN 400 or FRN 400 Oral Proficiency Preparation.

It is strongly recommended by the department that foreign language majors who plan to attend graduate school begin the study of a second foreign language as early as possible.

The French or Spanish major who plans to teach can qualify for certification in New York state through the successful completion of the approved professional education program offered by the College's department of education.

Five-Year B.A./M.S.T. Program in Spanish and Education

In conjunction with the Department of Education, a five-year Spanish Bachelor of Arts/Masters of Science for Teachers Program in Spanish and Adolescent Education is available. Consult with the department chair for more information.

The department also offers a two- or three-year sequence of Arabic, Chinese, German, Japanese, Italian and Latin courses for students who require or desire college language credit.

French or Spanish majors who wish to qualify for New York state provisional certification in secondary education

In order to be eligible for the supervised preservice teaching administered by the Le Moyne College Department of Education, the student must, except under extraordinary circumstances, present a minimum G.P.A. of 3.0 in all courses taken in the language specialty. No later than the fall of senior year, prospective teachers of foreign languages are required to take an oral proficiency examination.

French or Spanish Major

French Major

Core Requirements	Hours
COR 100 First Year Seminar	3
WRT 101 Critical Writing	3
PHL 110 Introduction to Philosophy	3
HST 110 - HST 111 World Civilization	6
ENG 210 Major Authors	3
PHL 210 Moral Philosophy	3
Theology	3
EAC Encountering Another Culture/Language	6
ENG 310 Literature and Culture	3
Mathematics	3
Social Science	3
Natural Science	3
IDS Interdisciplinary Studies*	3
Religion	3
COR 400 Transformations	3
Visual & Performing Arts*	1
Diversity*	0

NOTE: Some Core requirements may be fulfilled by major requirements.

** See core section for more information. Because there have been substantial changes to the core curriculum, the above requirements may not apply to all students; for students who entered Le Moyne College prior to Fall 2013, be sure to consult with your advisor for appropriate course selection(s).*

Major Requirements	Hours
Electives in French beyond the intermediate level	12
FLL 302 Introduction to Language and Linguistics *	3
FRN 301 Advanced French Conversation	3
FRN 302 Advanced French Gram & Comp *	3
FRN 330 French Civilization *	3
Oral Proficiency Preparation	1
Two literature courses at 300-level or higher	6

Major Support	Hours
CMM 201 Fundamentals of Speech	3
Free Electives	39

** These and other advanced courses are not offered every year. A major program sequence should be planned in consultation with the student's faculty advisor and the department chair.*

Spanish Major

Major Requirements	Hours
Electives in Spanish beyond the intermediate level	12
FLL 302 Introduction to Language and Linguistics *	3

Oral Proficiency Preparation	1
SPN 301 Advanced Conversation	3
SPN 302 Advanced Composition	3
SPN 311 Spanish Civilization or SPN 312 Spanish-American Civilization*	3
Two literature courses at 300-level or higher	6

Major Support	Hours
CMM 201 Fundamentals of Speech	3
Free Electives	39

* These and other advanced courses are not offered every year. A major program sequence should be planned in consultation with the student's faculty advisor and the department chair.

Typical Program for French or Spanish Major

First Semester	Hours	Second Semester	Hours
Freshman Year			
WRT 101	3	MTH	3
HST 110	3	HST 111	3
COR 100	3	PHL 110	3
FRN/SPN 200-level (1)	3	FRN/SPN 200-level (1)	3
Elective	3	Elective	3
Sophomore Year			
Natural Science	3	PHL 210/REL 200	3
ENG 210	3	VPA	3
PHL 210/REL 200	3	FRN/SPN 302	3
FRN/SPN 301	3	Elective	3
Elective	3	Theology	3
Elective	3		
Junior Year			
Study Abroad Semester		ENG 310	3
FRN/SPN course	3	IDS	3
FRN/SPN course	3	FLL 302	3
FRN/SPN course	3	SPN 400	1
Elective	3	CMM 201	3
		Elective	3
Senior Year			
PHL/REL	3	FRN/SPN Elective	3
COR 400A	3	Elective	3
FRN/SPN Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3

Classical Humanities

A minor in classical Humanities consists of 15 credit hours. It is offered to students who complete 6 semester hours in the same Classical language (Greek or Latin) at any level and 9 semester hours in classics courses at the 200-level, including Classical Mythology (CLS 203), Classical Literature in Translation (CLS 204), Women and

Literature in Ancient Greece (CLS 205), the Roman history sequence (CLS 211, 212) and Greek and Roman Comedy (CLS 215).

French and Spanish Language & Literature

The department also affords students majoring in other disciplines the opportunity to pursue a minor concentration in French or Spanish by successfully completing 15 credit hours in the same language beyond intermediate level. These 15 credit hours must include at least two courses at the 300- or higher level. The pass/fail option may not be used to fulfill requirements for a minor.

Latin

A Latin minor is offered to students who complete 12 semester hours of the language, but Elementary Latin (LAT 101-102) cannot count toward the Latin minor. The pass/fail option may not be used to fulfill requirements for a minor.

Italian

An Italian minor is offered to students who complete 12 credit hours beyond Intermediate Italian. These 12 credit hours must include at least two courses at the 300-level. The pass/fail option may not be used to fulfill requirements for a minor.

Courses

ARA 101. Elementary Arabic I (4).

This course is designed for those students who are beginning the study of Arabic. Students will learn to communicate in spoken and written Arabic and will study the cultural contexts in which it is used.

ARA 102. Elementary Arabic II (4).

This course is designed for those students who are beginning the study of Arabic. Students will learn to communicate in spoken and written Arabic and will study the cultural contexts in which it is used.

ARA 103. Intermediate Arabic I (4).

This course is designed for students who have a complete command of the Arabic alphabet and sound system and can already communicate in simple social situations. The course is designed to bring the student to the point of communicating in several well defined social situations and contexts. The root and pattern system of Arabic grammar and complex sentence structure are studied using vocabulary, complex texts, and translation exercises.

ARA 104. Intermediate Arabic II (4).

This course is designed for students who have a complete command of the Arabic alphabet and sound system and can already communicate in simple social situations. The course is designed to bring the student to the point of communicating in several well defined social situations and contexts. The root and pattern system of Arabic grammar and complex sentence structure are studied using vocabulary, complex texts, and translation exercises.

ARA 201. Arabic Conversation (4).

This is a course to improve communication skills and emphasize pronunciation, intonation, expression and systematic vocabulary development. Audio-visual work, oral reports, compositions and class discussions based on readings from newspapers, magazines, and current writings of significant authors.

ARA 202. Arabic Conversation II (3).

This course will help students expand vocabulary, improve discourse skills, and strengthen writing skills in Arabic. Through class readings, assignments, and discussion, students will also deepen their knowledge of Arabic culture and examine Arabic cultural idiomatic expressions.

CHN 101. Elementary Chinese I (3).

This course is designed for those students who are beginning the study of Mandarin Chinese. Students will learn to communicate in spoken and written Mandarin Chinese and will study the cultural contexts in which it is used.

CHN 102. Elementary Chinese II (3).

This course is designed for those students who are beginning the study of Mandarin Chinese. Students will learn to communicate in spoken and written Mandarin Chinese and will study the cultural contexts in which it is used.

CHN 103. Intermediate Chinese I (3).

The course will emphasize increased proficiency in Chinese conversation with special emphasis on speech styles and levels. Students will learn to function linguistically in a wide variety of practical situations. Reading of simple texts will begin as students practice between 300-400 basic kanji characters. Writing skills will be developed in short letters and compositions. Prerequisites: CHN 102 or permission from Instructor

CHN 104. Intermediate Chinese II (3).

This course builds upon the skills acquired in CHN 103 and will expand students' knowledge of spoken and written Chinese. Through class discussions, assignments, and readings, students will converse on a variety of advanced topics, build a larger and more complex vocabulary, and examine current events and nuanced aspects of Chinese culture. In addition, students will improve written skills through a variety of writing tasks and formats.

CLS 101. Building Eng Vocab frm Latin (3).

This course consists of a systematic study of the Latin elements in the English language. It is designed to provide the student with a comprehensive understanding of English vocabulary and usage, with techniques for analyzing unfamiliar words, and with an overview of the principles of linguistic change. A portion of the course is devoted to the history of the English language and to the proper use of the dictionary. No prior knowledge of Latin is needed.

CLS 203 (ENG 203). Classical Mythology (3).

No knowledge of Latin or Greek is required. The common repertory of myths from Greek and Roman sources is studied. Attention is also given to the influence of these myths in both ancient and later times, especially on literature and art. Prerequisites: WRT 101, and ENG 200, ENG 210 or ENG 218. Fulfills: Period (Pre 1789) requirement.

CLS 204 (ENG 204). Classical Literature in Translation (3).

Selected readings and discussions of important works from ancient literatures.

FLL 301 (PGS 300/ANT 300). Anthropological Linguistics (3).

An introduction to the science of linguistics, with an emphasis on the social and cultural aspects of language. Topics to be considered are: 1) language and human nature; 2) linguistic and non-linguistic forms of communication; 3) literate and oral cultures; 4) the basic components of language (phonology, morphology, syntax); 5) meaning in language and speech; 6) socio- linguistics (class, race, gender); and 7) the relationship between language and cultural knowledge systems, especially those of non-western cultures. The instructor will draw from linguistic and cultural materials that she has collected in Southeast Asia and elsewhere. We also read an in-depth study of the social and cultural contexts of language usage in a Muslim Bedouin society of North America.

FLL 302. Introduction to Language and Linguistics (3).

This course will provide an introduction to language and linguistics as scientific fields of inquiry. The first half of the course will focus on the nature of language and linguistic knowledge through a descriptive analysis of its individual components (phonetics, phonology, morphology, and syntax). The second half of the course will focus on language use (e.g., dialectal and social variation), language change (e.g., the evolution of French and Spanish from Latin), and language acquisition and foreign language teaching. Throughout the course, the role that linguistics plays in other fields and careers will be highlighted. Linguistic data from a variety of languages will be examined. Course will be taught in English.

FLL 390-399. Independent Study (3).

A student who wishes to pursue an independent study project for academic credit must submit, prior to registration, a proposed plan

of study that includes the topic to be studied and the goal to be achieved, the methodology to be followed, schedule of supervision, end product, evaluation procedure and number of credits sought. The proposal must be approved by the supervising faculty member, the department chair (program director) and the academic dean. It will be kept on file in the dean's office.

FLL 440-459. Special Topics in Foreign Language and Culture (3).

A selection of courses to provide an opportunity for study of certain specific periods, themes, genres, authors, cultural or linguistic topics. Offered in accordance with current student and faculty interest.

FRN 101. Elementary French I (3).

This course is intended for students who have no previous knowledge of French. The instruction is planned to enable students to read ordinary French prose, to understand simple spoken French and to begin developing a fairly correct pronunciation. Reading and oral drill constitute a large part of the work of this course. A careful study of the essentials of grammar and syntax is included with the reading. Acquisition of a basic vocabulary is of primary importance. Classroom audio-lingual practice can be supplemented by audiotaped material in Media Services, located in the library.

FRN 102. Elementary French II (3).

This course is intended for students who have no previous knowledge of French. The instruction is planned to enable students to read ordinary French prose, to understand simple spoken French and to begin developing a fairly correct pronunciation. Reading and oral drill constitute a large part of the work of this course. A careful study of the essentials of grammar and syntax is included with the reading. Acquisition of a basic vocabulary is of primary importance. Classroom audio-lingual practice can be supplemented by audiotaped material in Media Services, located in the library.

FRN 103. Intermediate French I (3).

This course includes a review of the essentials of grammar, further study of more complicated constructions, translation into French and the reading of moderately difficult modern prose and poetry. In Intermediate French, the accent is on reading, which consists chiefly of narrative texts or plays and simple poems. Classroom audio-lingual practice can be supplemented by audio-taped material in Media Services, located in the library. Prerequisite: FRN 102 or two or three years of high-school French.

FRN 104. Intermediate French II (3).

This course includes a review of the essentials of grammar, further study of more complicated constructions, translation into French and the reading of moderately difficult modern prose and poetry. In Intermediate French, the accent is on reading, which consists chiefly of narrative texts or plays and simple poems. Classroom audio-lingual practice can be supplemented by audio-taped material in Media Services, located in the library. Prerequisite: FRN 102 or two or three years of high-school French.

FRN 105. Commercial French (3).

For learners of French who would like an introduction to business in France and in Quebec. The course will deal with business vocabulary and custom in such areas as economic geography, government requirements for business, letter writing, transportation, insurance, accounting and labor relations. Prerequisite: students should have completed two years of college-level French or the equivalent, or permission of the instructor.

FRN 201. Intermed Conver & Comp I (3).

Intended either as an alternate or a complement to French 203-204. Emphasis on pronunciation, intonation, correct expression and systematic vocabulary development. Audio-visual work, oral reports, some compositions and class discussions based on readings from newspapers, magazines and current writings of significant authors. Intended primarily for nonlanguage majors. Prerequisite: FRN 104 or three or four years of high-school French.

FRN 202. Interm Conversation & Comp II (3).

Intended either as an alternate or a complement to French 203-204. Emphasis on pronunciation, intonation, correct expression and systematic vocabulary development. Audio-visual work, oral reports, some compositions and class discussions based on readings from newspapers, magazines and current writings of significant authors. Intended primarily for nonlanguage majors. Prerequisite: FRN 104 or three or four years of high-school French.

FRN 203. Introduction to Literature I (3).

This course consists essentially of background lectures and the reading and discussion of edited selections from the masterpieces of representative modern French authors. Prerequisite: FRN 104 or three or four years of high-school French.

FRN 206. French Through Film (3).

Nine feature films produced in France for the general public constitute the "texts" of this course. Although they are examples of modern film fiction, their settings include a variety of historical periods and geographical locations, providing broad insights into French culture. With its written and oral assignments based on the films viewed, the course is intended to develop analytical, listening, speaking and writing skills. Fulfills core Visual and Performing Arts requirement. (VPA) Prerequisite: FRN 104 or permission of the instructor.

FRN 301. Advanced French Conversation (3).

Practice in oral French centering around topics of contemporary interest. Emphasis is placed on the development and improvement of functional language skills needed for face-to-face communication. French phonetics will be studied with the aim of improving pronunciation. Required for major. Prerequisite: FRN 202 or 204, or permission of the instructor.

FRN 302. Advanced French Gram & Comp (3).

A detailed study of French grammar and usage, leading toward a mastery of the written language. Required for major. Prerequisite: FRN 202 or 204, or permission of the instructor.

FRN 306. The Age of Kings (3).

The study of major French authors of the sixteenth and seventeenth centuries is complemented by an introduction to the cultural context of the period. Special attention is given to humanism, classicism, mannerism and the baroque aesthetic as they are represented in the literary, musical and visual arts. Prerequisite: any 200 level course.

FRN 307. The Age of Revolution (3).

The study of major French authors of the eighteenth and nineteenth centuries is complemented by an introduction to the cultural context of the period. Special attention is given to the *esprit critique*, preromanticism, romanticism and the rococo aesthetic as they are represented in the literary, musical and visual arts. Prerequisite: any FRN 200 level course.

FRN 308. The Age of Unrest (3).

A survey of 20th century French literature, which is continually exploring new directions. Emphasis is on the most successful results of experimentation in the various genres. Prerequisite: any FRN 200 level course.

FRN 310 (THR 310). Staging French Theater (3).

A course in French literature in which students experience performing plays in French, some of these in front of an audience. Plays and / or scene selections taken from the repertoire of the medieval, classical, eighteenth century and contemporary French theater. Students will analyze structure, style and themes. Works selected will be studied not simply as objects for performance but also for their literary merit. Class conducted in French. Theater students and others with the requisite skills in French are also invited to enroll in this course. Fulfills core Visual and Performing Arts requirement. (VPA) Prerequisites: Any FRN 200 level course.

FRN 320. Francophone Lit Outside France (3).

New world and third-world Francophone literatures, offering insights into diverse cultures, will be studied primarily in representative authors from Africa and the Americas. Prerequisite: any FRN 200 level course. Fulfills Core requirement(s): DIV.

FRN 330. French Civilization (3).

A study of French history and culture, emphasizing their influence on contemporary France and their contributions to Western civilization. Required for major. Prerequisites: FRN 202, 204, 301, or 302.

FRN 390. Independent Study (1-9).

A student who wishes to pursue an independent study project for academic credit must submit, prior to registration, a proposed plan of

study that includes the topic to be studied and the goal to be achieved, the methodology to be followed, schedule of supervision, end product, evaluation procedure and number of credits sought. The proposal must be approved by the supervising faculty member, the department chair (program director) and filed in the dean of arts and science's office.

FRN 400. Oral Proficiency Preparation (1).

A one-credit course for the Oral Proficiency Interview that focuses on intensive speaking practice of the linguistic functions students must master to pass the OPI at the intermediate High level. It must be taken the semester immediately following their Study Abroad program. It may be taken as an Independent Study. Students who do not reach the advanced low level must retake the OPI at their own cost. Prerequisite: completion of study abroad requirement or permission from the department chair. Advanced low level equals B+; above this level equals A; below this level equals F.

FRN 404. Perfectionnement Frn Conv-Comp (3).

Refinement of written and oral expression, especially the latter. Newspapers and literary texts will be utilized. Strongly recommended for all French majors. Prerequisite: FRN 301-302.

FRN 440. Special Topics in French (3).

A selection of courses to provide an opportunity for study of certain specific periods, themes, genres, authors or linguistic topics. Offered in accordance with current student and faculty interest. Prerequisite: FRN 301-302 (formerly FRN 201-202).

GER 101. Elementary German I (3).

For students who are beginning the study of German. This course comprises the essentials of grammar, vocabulary building and composition, together with the reading of easy selections in prose and verse.

GER 102. Elementary German II (3).

For students who are beginning the study of German. This course comprises the essentials of grammar, vocabulary building and composition, together with the reading of easy selections in prose and verse.

GER 103. Intermediate German I (3).

This course consists of a study of relevant sections of German literature, especially the novellas and/or a novel of the 20th century. The course serves as a bridge between audio-lingually and grammatically oriented prior work and more advanced literary readings. Prerequisite: GER 101-102 or two or three years of high-school German.

GER 104. Intermediate German II (3).

This course consists of a study of relevant sections of German literature, especially the novellas and/or a novel of the 20th century. The course serves as a bridge between audio-lingually and grammatically oriented prior work and more advanced literary readings. Prerequisite: GER 101-102 or two or three years of high-school German.

GER 201. Intermed Conver & Comp I (3).

Emphasis on pronunciation, intonation, correct expression, and systematic vocabulary development. Audio-visual work, oral reports, some compositions and class discussions based on readings from newspapers, magazines and current writings of significant authors. Prerequisite: GER 104 or 3 or 4 years of high school German.

GER 390. Independent Study (3).

A student who wishes to pursue an independent study project for academic credit must submit, prior to registration, a proposed plan of study that includes the topic to be studied and the goal to be achieved, the methodology to be followed, schedule of supervision, end product, evaluation procedure and number of credits sought. The proposal must be approved by the supervising faculty member, the department chair and the academic dean. It will be kept on file in the academic dean's office. Credit and hours by arrangement.

GRK 101. Elementary Classical Greek (3).

This course is designed for students who are beginning the study of Classical Greek, and it requires no previous language experience. Its purpose is to introduce the student to the essentials of the grammar, syntax, and vocabulary of Greek, and to provide students with the skills necessary for the reading and comprehension of prose works in Classical Greek. Portions of the course are devoted to the historical, social and cultural contexts in which Ancient Greek developed and flourished as a literary language.

HBR 101. Elementary Classical Hebrew I (3).

This course is designed for those students who are beginning the study of Biblical Hebrew. This course includes the essentials of grammar, vocabulary building and composition, together with the reading of easy prose selections from the Hebrew Bible. Offered according to student interest/need.

HBR 103. Intermediate Classical Hebrew I (3).

This course is designed for those students who are continuing the study of Biblical Hebrew. It includes a review of the essentials of grammar, further study of more complicated constructions, and the reading of prose and poetry from various books of the Hebrew Scriptures. Prerequisites: HBR 101-102 or the equivalent. Offered according to student interest/need.

ITL 101. Elementary Italian I (3).

This course is designed for those students who are beginning the study of Italian. This course includes the essentials of grammar, vocabulary building and composition, together with the reading of easy selections in prose and verse. Classroom audio-lingual practice can be supplemented by audio-taped material in Media Services, located in the library.

ITL 102. Elementary Italian II (3).

This course is designed for those students who are beginning the study of Italian. This course includes the essentials of grammar, vocabulary building and composition, together with the reading of easy selections in

prose and verse. Classroom audio-lingual practice can be supplemented by audio-taped material in Media Services, located in the library.

ITL 103. Intermediate Italian I (3).

After a rapid review of the essentials of grammar, students are introduced to an appreciation of the various forms of literary expression in prose and verse. Classroom audio-lingual practice can be supplemented by audio-taped material in Media Services, located in the library. Prerequisite: ITL 102 or two or three years of high-school Italian.

ITL 104. Intermediate Italian II (3).

After a rapid review of the essentials of grammar, students are introduced to an appreciation of the various forms of literary expression in prose and verse. Classroom audio-lingual practice can be supplemented by audio-taped material in Media Services, located in the library. Prerequisite: ITL 102 or two or three years of high-school Italian.

ITL 201. Intermed Conver & Comp (3).

Emphasis on correct expression and vocabulary development. Audio-visual work, oral reports, compositions and class discussions based on readings from newspapers, magazines and current writings of significant authors. Prerequisites: ITL 104, three or four years of high-school Italian or permission of the instructor.

ITL 202. Interm Conversation and Comp (3).

Emphasis on correct expression and vocabulary development. Audio-visual work, oral reports, compositions and class discussions based on readings from newspapers, magazines and current writings of significant authors. Prerequisites: ITL 104, three or four years of high-school Italian or permission of the instructor.

ITL 301. Advanced Conversation (3).

Intensive practise in speaking Italian about topics of personal and contemporary interest. Emphasis is placed on the development of functional language skills needed for face-to-face communication. Additional emphasis on improving pronunciation.

ITL 302. Advanced Composition (3).

Systematic and intensive practice of written Italian. Students write regularly on topics of personal and contemporary interest, and produce academic essays in Italian. Emphasis is placed on advanced grammatical and stylistic topics as they relate to well-written Italian. Prerequisites: Italian 202 or permission from instructor.

ITL 303 (CMM 303). Italian Culture and Cinema (3).

An encounter with Italian culture from World War II to the present, this course will trace the evolution of modern Italy through a representative selection of Italian literature and films by both male and female authors. The readings will be in English translation, while the films will be in Italian with English subtitles. (Texts will be available in Italian for language minors.) Prerequisites: WRT 101, ENG 200/218.

ITL 390. Independent Study (1-3).

A student who wishes to pursue an independent study project for academic credit must submit, prior to registration, a proposed plan of study that includes the topic to be studied and the goal to be achieved, the methodology to be followed, schedule of supervision, end product, evaluation procedure and number of credits sought. The proposal must be approved by the supervising faculty member, the department chair and the dean of arts and sciences. It will be kept on file in the dean of arts and sciences' office. Credits and hours by arrangement.

JPN 101. Elementary Japanese I (3).

This course is designed for students who are beginning the study of Japanese. The instruction is planned to enable students to read the Japanese syllaberies, to understand simple spoken Japanese and to begin developing correct pronunciation. Oral drills and memorization of sentence patterns constitute a large part of the work of this course. Acquisition of a basic vocabulary is of primary importance. Preliminary study of grammar and syntax is undertaken. Classroom audio-lingual practice will be supplemented by audio-taped material in Media Services, located in the library.

JPN 102. Elementary Japanese II (3).

This course is designed for students who are beginning the study of Japanese. The instruction is planned to enable students to read the Japanese syllaberies, to understand simple spoken Japanese and to begin developing correct pronunciation. Oral drills and memorization of sentence patterns constitute a large part of the work of this course. Acquisition of a basic vocabulary is of primary importance. Preliminary study of grammar and syntax is undertaken. Classroom audio-lingual practice will be supplemented by audio-taped material in Media Services, located in the library.

JPN 103. Intermediate Japanese I (3).

This course will emphasize increased proficiency in Japanese conversation with special emphasis on speech styles and levels. Students will learn how to function linguistically in a wide variety of practical situations. Reading of simple texts will begin as students learn up to 300-400 basic kanji (Chinese characters). Additional skills will be developed in composition writing and public speaking in Japanese. Students will be introduced to topics in intermediate to advanced grammar. Prerequisite: JPN 102 or the equivalent.

JPN 104. Intermediate Japanese II (3).

This course will emphasize increased proficiency in Japanese conversation with special emphasis on speech styles and levels. Students will learn how to function linguistically in a wide variety of practical situations. Reading of simple texts will begin as students learn up to 300-400 basic kanji (Chinese characters). Additional skills will be developed in composition writing and public speaking in Japanese. Students will be introduced to topics in intermediate to advanced grammar. Prerequisite: JPN 102 or the equivalent.

JPN 201. Intermed Comp & Conver I (3).

Third-year course designed to provide students with advanced conversational skill and intermediate skill in reading and writing Japanese. Topics in advanced grammar (clauses, conditional, passive, causative, additional speech levels) and expanded vocabulary study. Intensive study of 500 more kanji (Chinese characters) and reading of selected original materials. Training in use of Japanese dictionaries. Practice in Japanese composition and oral presentations. Prerequisite: JPN 104 or the equivalent.

JPN 202. Interm Comp & Conversation II (3).

Third-year course designed to provide students with advanced conversational skill and intermediate skill in reading and writing Japanese. Topics in advanced grammar (clauses, conditional, passive, causative, additional speech levels) and expanded vocabulary study. Intensive study of 500 more kanji (Chinese characters) and reading of selected original materials. Training in use of Japanese dictionaries. Practice in Japanese composition and oral presentations. Prerequisite: JPN 104 or the equivalent.

LAT 101. Elementary Latin I (3).

This course presumes no previous study of Latin. It endeavors to prepare the student for continuing the language at the college level.

LAT 102. Elementary Latin II (3).

This course continues the study of Latin and builds upon the grammar and syntax already learned in LAT 101. Prerequisite: LAT 101 or the high school equivalent.

LAT 103. Intermediate Latin I (3).

This course completes the study of grammar and syntax begun in LAT 101-102 and prepares the student for reading and understanding of unadapted Latin prose and verse. Prerequisite: LAT 102 or the high school equivalent.

LAT 104. Intermediate Latin II (3).

The objective of this course is to introduce students to readings from a variety of less difficult Latin authors in order that they acquire a higher level of comprehension and reasonable speed in reading unadapted Latin. Prerequisite: LAT 103 or the high school equivalent.

LAT 203. Intro to Latin Lit: Prose (3).

Designed as a general survey of the development of Latin prose and its historical and cultural backgrounds, this course introduces the student to selections from a number of representative authors, including Caesar, Cicero, Nepos, Livy and Pliny. The course also reviews the basic grammar and syntax of Latin prose and is suitable for students with four years of high school Latin. Prerequisite: LAT 103 or equivalent.

LAT 204. Intro to Latin Lit: Poetry (3).

This course serves as an introduction to the reading and appreciation of Latin verse. Focusing primarily on epic and elegy, readings include selections from Vergil, Ovid, Tibullus, Propertius and Martial. The

course introduces the student to the essentials of Latin meter and is suitable for students with four years of high school Latin. Prerequisite: LAT 103 or equivalent.

Classroom practice can be supplemented by taped material in Media Services, located in the library. Prerequisite: SPN 103 or two or three years of high school Spanish.

LAT 215. Golden Age Prose (3).

Selected readings designed to introduce the student to the prose literature of typical Golden Age authors, including: Caesar, Cicero, Livy, and Sallust. In any given semester, authors and selections read will be based on student interest and program needs. Prerequisite: LAT 103 or equivalent.

SPN 200. Spanish for Native Speakers (3).

A Spanish course designed to address the needs of Hispanic students who speak and understand the language but may not have studied it formally. The course is intended to strengthen students' abilities to speak, read, write and translate Spanish, thus providing an extra skill in any fields in which the students may choose to specialize. Prerequisite: Open only to native speakers of Spanish with some knowledge of the language.

LAT 216. Silver Age Prose (3).

Selected readings designed to introduce the student to the prose literature of typical Silver Age authors, including Suetonius, Seneca, Petronius, Tacitus, and Pliny. In any given semester, authors and selections read will be based on student interest and program needs. Prerequisite: LAT 103 or equivalent.

SPN 201. Conversation and Composition I (3).

Intended as an alternate to SPN 203-204. Emphasis on pronunciation, intonation, correct expression and systematic vocabulary development. Audio-visual work, oral reports, compositions and class discussions based on readings from newspapers, magazines and current writings of significant authors. Intended primarily for non-language majors. Prerequisite: SPN 104 or three or four years of high-school Spanish.

LAT 390. Independent Study (1-3).

A student who wishes to pursue an independent study project for academic credit must submit, prior to registration, a proposed plan of study that includes the topic to be studied and goal to be achieved, the methodology to be followed, schedule of supervision, end product, evaluation procedure and number of credits sought. The proposal must be approved by the supervising faculty member, the department chair and the academic dean. It will be kept on file in the academic dean's office. Credit and hours by arrangement.

SPN 202. Conversation and Composition II (3).

Intended as an alternate to SPN 203-204. Emphasis on pronunciation, intonation, correct expression and systematic vocabulary development. Audio-visual work, oral reports, compositions and class discussions based on readings from newspapers, magazines and current writings of significant authors. Intended primarily for non-language majors. Prerequisite: SPN 104 or three or four years of high-school Spanish.

SPN 101. Elementary Spanish I (3).

This course is designed for students who are beginning the study of Spanish. It includes the essentials of grammar, vocabulary building and elementary composition, together with the reading of moderately difficult selections in Spanish prose. Classroom audio-lingual practice can be supplemented by audio-taped material in Media Services, located in the library.

SPN 203. Introduction to Literature I (3).

Modern Spanish and Spanish-American readings in prose, poetry and drama. Discussion and written work focus on practice of the language (reinforcement of grammatical structures and broadening of vocabulary) and some basic principles of literary analysis. Prerequisite: SPN 104 or four years of high-school Spanish.

SPN 102. Elementary Spanish II (3).

This course is designed for students who are beginning the study of Spanish. It includes the essentials of grammar, vocabulary building and elementary composition, together with the reading of moderately difficult selections in Spanish prose. Classroom audio-lingual practice can be supplemented by audio-taped material in Media Services, located in the library.

SPN 204. Introduction to Literature II (3).

Modern Spanish and Spanish-American readings in prose, poetry and drama. Discussion and written work focus on practice of the language (reinforcement of grammatical structures and broadening of vocabulary) and some basic principles of literary analysis. Prerequisite: SPN 104 or four years of high-school Spanish.

SPN 103. Intermediate Spanish I (3).

Review and practice of basic grammatical structures. Emphasis on all four language skills. Introduction to selected Spanish readings. Classroom practice can be supplemented by taped material in Media Services, located in the library. Prerequisite: SPN 102 or two or three years of highschool Spanish.

SPN 210. Spanish for Heritage Speakers (3).

Students will build up their vocabulary, writing and reading skills to succeed in higher level courses, and they will learn about the culture of Hispanic groups other than their own. Through contemporary media and texts, students will also learn how the varieties of Spanish spoken in the United States may differ from more "standard" varieties of Spanish. At the same time, the course will highlight the role of situational context and purpose in determining how speakers use language in order to reinforce the idea that, despite the difference from standard Spanish, the varieties of Spanish spoken in the United States have the same linguistic richness, complexity, and validity as any other variety.

SPN 104. Intermediate Spanish II (3).

Review and practice of basic grammatical structures. Emphasis on all four language skills. Introduction to selected Spanish readings.

SPN 301. Advanced Conversation (3).

Intensive practice in speaking Spanish about topics of personal and public interest. Emphasis is placed in the development and improvement of functional language skills needed for interpersonal communication and academic presentations. Required for majors. Not open to native speakers of Spanish.

SPN 302. Advanced Composition (3).

Systematic and intensive practice of written Spanish. Students are required to produce both personal and narratives and academic essays with the appropriate degree of accuracy. Required for major.

SPN 303. Survey of Spanish Literature I (3).

A survey course consisting of background lectures and readings of edited segments from the representative masterpieces of Spanish literature from the epic poem, *Cantar de Mio Cid*, to the 20th century. Prerequisite: SPN 301 or 302 or permission of the chair.

SPN 311. Spanish Civilization (3).

A study of the Spanish character and of Spain's contribution to world civilization through a tracing of its geographic, ethnic, social, political, economic and cultural characteristics. Readings in civilization, discussions and slide-lectures. Only Spanish is spoken in class. Prerequisite: SPN 204 or 302. Required for majors.

SPN 312. Spanish-American Civilization (3).

The development of Spanish America through a study of its historical, social, political, economic and artistic institutions. Readings, discussions, oral and written reports and slide-lectures. Only Spanish is spoken in class. Prerequisite: SPN 204 or 302. Required for majors. Fulfills Core Requirement(s): DIV.

SPN 374 (THR 374). Lat Amer & US Latino Theatre (3).

A study of major Latin American and U.S. Latino plays. Emphasis on dramatic literature in relation to performance and cultural contexts. Some production of scenes. Fulfills core Visual and Performing Arts requirement. (VPA) Prerequisite: SPN 104. Suggested prior course: SPN 201. Not open to Freshmen.

SPN 390. Independent Study (1-9).

A student who wishes to pursue an independent study project for academic credit must submit, prior to registration, a proposed plan of study that includes the topic to be studied and the goal to be achieved, the methodology to be followed, schedule of supervision, end product, evaluation procedure and number of credits sought. The proposal must be approved by the supervising faculty member, the department chair (program director) and the academic dean. It will be kept on file in the academic dean's office.

SPN 400. Oral Proficiency Preparation (1).

A one-credit preparation course for the Oral Proficiency Interview that focuses on intensive speaking practice of the linguistic functions

students must master to pass the OPI at the Intermediate High level. It must be taken the semester immediately following their Study Abroad program. It may be taken as an Independent Study. Students who do not reach the advanced low level must retake the OPI at their own cost. Prerequisite: completion of study abroad requirement or permission from the department chair. Advanced low level equals B+; above this level equals A; below this level equals F

SPN 421. 20th Cent Spanish Prose (3).

Readings and discussion of essays and fiction by the most prominent writers of the period. The course attempts to give the student insight into the character and thought of twentieth-century Spain that led to the devastating Spanish Civil War. Prerequisite: SPN 302 or permission of the chair.

SPN 422. 20th Cent Spanish Fiction (3).

Selected readings and discussion of the fiction written after the Spanish Civil War. The course attempts to portray the scars of the war and give the student insight into the great changes that have occurred in Spain since then. Prerequisite: SPN 302 or permission of the chair.

SPN 423. 20th Century Span Drama & Poet (3).

Selected readings and discussion of the most prominent playwrights and poets of twentieth-century Spain. Prerequisite: SPN 302 or permission of the chair.

SPN 431. Spanish-American Literature I (3).

Selected novels and short stories from the most prominent of contemporary Spanish-American writers. These readings and discussion will attempt to give the student insight into the diversity of the Americas. Prerequisite: SPN 302 or permission of the chair.

SPN 432. 20th Cent Span-Am Drama & Poet (3).

Writings from selected poets and playwrights of this century that have had great impact in the Spanish-speaking world. Prerequisite: SPN 302 or permission of the chair.

SPN 440. Special Topics in Spanish (3).

A selection of courses to provide an opportunity for study of certain specific periods, themes, genres, authors or linguistic topics offered in accordance with current student and faculty interest. Prerequisite: SPN 302 or permission of the chair.

SPN 450. Spanish Women Writers (3).

In this course students will explore different aspects related to the literary expression and construction of identity through the study of works by women writers both from Spain and Latin America who practice a variety of genres; autobiography, novel, short story and poetry. Through the analysis of these texts we will derive interdisciplinary discussions related to the construction of gender, sexuality and feminine creativity. We will examine not only the form and the content of the texts, but we will also contextualize the works in their historical, cultural and literary background. Through the use of secondary texts such as paintings,

documentaries, musical compositions and film, the students will explore the different forms of art and disciplines that intersect with the texts and project the worldview of each period.

For history majors who wish to become certified teachers, the department also offers special programs which incorporate courses in education.

SPN 490. Spanish Internship (1-3).

Participation in a field learning experience closely related to one of the areas of Spanish. The student intern will report as required to the faculty member assigned to supervise this field experience and is expected to evaluate the experience and relate it to his or her academic program. Three hours of field work per week will be required to generate one credit.

SPN 491. Spanish Internship (1-3).

Participation in a field learning experience closely related to one of the areas of Spanish. The student intern will report as required to the faculty member assigned to supervise this field experience and is expected to evaluate the experience and relate it to his or her academic program. Three hours of field work per week will be required to generate one credit.



History

Chair: Bruce A. Erickson

Professor(s): Douglas R. Egerton, Edward H. Judge, John W. Langdon, Robert E. Scully, S.J.

Professor Emeritus: Carolyn T. Bashaw, Barbara J. Blaszak

Associate Professor(s): Holly A. Rine, Yamin Xu, Robert W. Zens

Assistant Professor(s): Elliott Bowen, Leigh Fought, Godriver Odhiambo

Visiting Assistant Professor(s): Joshua P. Canale

Adjunct(s): William S. Dolan, S.J., Joseph Guiffrida, Thomas Magnarelli, David M. Roache, Todd Sundell

Those who wish to evaluate the complex and challenging issues of the present must seek the perspective conferred by a sound and critical knowledge of the past. History imparts this knowledge, thereby helping the student to understand contemporary affairs and to analyze and evaluate evidence. History also forms part of the foundation of a liberal education by providing essential background for the humanities, social sciences, natural sciences and pre-professional disciplines.

For its majors, the history department offers a broad program of courses designed to discipline and develop the mind. When combined with appropriate courses in other fields, this program prepares history majors for careers in law, government service, management and administration, library science, education and journalism. A departmental honors program offers special opportunities for independent work to advanced students.

History Major

History Major

Core Requirements	Hours
COR 100 First Year Seminar	3
WRT 101 Critical Writing	3
PHL 110 Introduction to Philosophy	3
HST 110 - HST 111 World Civilization	6
ENG 210 Major Authors	3
PHL 210 Moral Philosophy	3
Theology	3
EAC Encountering Another Culture/Language	6
ENG 310 Literature and Culture	3
Mathematics	3
Social Science	3
Natural Science	3
IDS Interdisciplinary Studies*	3
Religion	3
COR 400 Transformations	3
Visual & Performing Arts*	1
Diversity*	0

*NOTE: Some Core requirements may be fulfilled by major requirements. * See core section for more information. Because there have been substantial changes to the core curriculum, the above requirements may not apply to all students; for students who entered Le Moyne College prior to Fall 2013, be sure to consult with your advisor for appropriate course selection(s).*

Major Requirements	Hours
History Electives (4)	18
History of Religion (3)	3
HST 110 and HST 111	6
HST 211 American History Survey I	3
HST 212 American History Survey II	3
HST 301 Methods of Historical Research	3
HST 302 Historical Research and Writing	3

Major Support	Hours
Foreign Language (1)	12+
Social Science (5)	3
Free Electives	30

For Those Seeking NYS Teacher Certification	Hours
Foreign Language	6
Free Electives (fulfilled by education requirements) (2)	
PSC 101 American National Politics	3
MTH Elective	3

ECO 113 Principles of Microeconomics or ECO 114 Principles of Macroeconomics 3

(1) History majors who plan to become certified teachers must take six credits of the same foreign language. All other history majors must complete the intermediate level of a foreign language. Students who complete intermediate level in under 12 credit hours may substitute history electives for the remaining hours of their foreign language requirement. Students intending to pursue a Ph.D. in history should take 18 hours of a foreign language.

(2) Please refer to the education section for details.

(3) For a list of HST and REL courses that qualify, please see the department chair.

(4) A history elective may be any HST course numbered 300 or above that is not also used by the student to fulfill another requirement. History majors are strongly advised to take at least two electives that deal primarily with non-Western (Asian, African, Islamic, Latin American, and/or American Indian) history.

(5) For the purposes of the history major, courses in anthropology, economics, political science, psychology and sociology (but not education) may count as social sciences.

PHL 110 Introduction to Philosophy	3
HST 110 - HST 111 World Civilization	6
ENG 210 Major Authors	3
PHL 210 Moral Philosophy	3
Theology	3
EAC Encountering Another Culture/Language	6
ENG 310 Literature and Culture	3
Mathematics	3
Social Science	3
Natural Science	3
IDS Interdisciplinary Studies*	3
Religion	3
COR 400 Transformations	3
Visual & Performing Arts*	1
Diversity*	0

NOTE: Some Core requirements may be fulfilled by major requirements.

* See core section for more information. Because there have been substantial changes to the core curriculum, the above requirements may not apply to all students; for students who entered Le Moyne College prior to Fall 2013, be sure to consult with your advisor for appropriate course selection(s).

Typical Program for History Major

First Semester	Hours	Second Semester	Hours
Freshman Year			
WRT 101	3	Natural Science	3
Social Science	3	Social Science	3
EAC	3	EAC	3
HST 110	3	HST 111	3
PHL 110	3	HST Elective	3
Sophomore Year			
ENG 210	3	HST 301	3
PHL 201/REL 200	3	PHL 201/REL 200	3
EAC	3	EAC	3
HST Elective	3	HST Elective	3
HST 211	3	HST 212	3
Junior Year			
REL/PHL	3	REL/PHL	3
ENG 310	3	HST 302	3
HST Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Senior Year			
HST Elective	3	History of Religion	3
Elective	3	HST Elective	3
Elective	3	COR 400A	3
Elective	3	Elective	3
		Elective	3

Major Requirements	Hours
HST 211 American History Survey I	3
HST 212 American History Survey II	3
HST 301 Methods of Historical Research	3
HST 302 Historical Research and Writing	3
HST Electives	18
PSC 101 American National Politics	3
PSC 201 The Scope of Political Science	3
PSC 202 Methods of Political Science	3
PSC Electives	21
PSC Service Learning	2

Major Support	Hours
MTH 111 Introduction to Statistics I (with Computer Lab)	4
Foreign Language (must be taken in the same language)	6
Social Science courses (other than PSC)	6
Free Electives (depends on how many cross-listed HST/PSC courses are taken)	3-9

Note: Two cross-listed HST/PSC courses may be double-counted for both the HST and PSC major requirement credits.

Double Major in History & Political Science

Core Requirements	Hours
COR 100 First Year Seminar	3
WRT 101 Critical Writing	3

History Minor

To obtain a minor in history a student must complete at least 18 hours of history, exclusive of advanced placement credits. Of this total, a minimum of six hours must be taken in each of two of the following areas: American, European or non-Western. The pass/fail option may not be used to fulfill requirements for a minor.

Internship Program (HST 490)

The history department offers a wide variety of internships with such organizations as the Library of Congress, the Smithsonian Institution, the United States Senate, the New York State Assembly, the Erie Canal Museum, the National Women's Hall of Fame and Sainte Marie Among the Iroquois living history museum. These internships integrate classroom learning with practical work experiences in non-academic settings; they sometimes lead to offers of employment following graduation.

**Five-Year B.A./M.S.T. Program
Bachelor of Arts in History and Master of Science
for Teachers in Adolescent Education**

The history and education departments at Le Moyne College are partnering to offer a specially designed program leading to a Bachelor of Arts in History and a Masters of Science in Teaching, and initial New York state teacher certification in five years of full-time study. For details see the chair of the history or education department.

Courses**HST 110. World Civilization I (3).**

This course surveys the most important developments, issues, accomplishments and problems of World civilizations, provides an introduction to the study of African, Asian, European, Islamic, Native American, and Latin American civilizations, and discusses the relationships among these civilizations to the eighteenth century.

HST 110L. Learning Strategies Lab (1).

The learning strategies course is designed to develop active learning skills and to provide supplemental instruction for the HST 110/111 course. The overall goals of the course are to teach students how to organize their approach to acquiring knowledge and to approach studying as an active thinking process. Students will learn how to apply the learning strategies within the context of the history course content. Emphasis will be placed on applying learning theory to the mastery of course content and on helping students to identify their own personal learning style. Corequisite: HST 110. Preference given to students participating in the curricular learning community.

HST 111. World Civilization II (3).

This course surveys the most important developments, issues, accomplishments and problems of World civilizations since the eighteenth century and examines the development of African, Asian, European, Islamic, Native American and Latin American civilizations since the eighteenth century. A research paper is required of all students.

HST 111L. Learning Strategies Lab (1).

The learning strategies course is designed to develop active learning skills and to provide supplemental instruction for the HST 110/111 course. The overall goals of the course are to teach students how to

organize their approach to acquiring knowledge and to approach studying as an active thinking process. Students will learn how to apply the learning strategies within the context of the history course content. Emphasis will be placed on applying learning theory to the mastery of course content and on helping students to identify their own personal learning style. Corequisite: HST 111. Preference given to students participating in the curricular learning community.

HST 211. American History Survey I (3).

Development of the United States from colonial times to the Civil War (first semester). Aftermath of the Civil War to the 1970s (second semester). HST 211 is offered every fall and HST 212 every spring.

HST 212. American History Survey II (3).

Development of the United States from colonial times to the Civil War (first semester). Aftermath of the Civil War to the 1970s (second semester). HST 211 is offered every fall and HST 212 every spring.

HST 270-289. Special Topics in History (3).

A selection of courses designed to provide an opportunity for advanced study of certain specific historical periods or themes, offered in accordance with current student and faculty interest. Selections may include, but are not limited to, Democracy, Property and Revolution, History of Public Health, Alcohol and Alcoholism in American History, African-American History Since 1865 and other such courses.

HST 301. Methods of Historical Research (3).

A detailed analysis of historical methodology and techniques of research, required of all history majors. The course will provide training in analytical reading, evaluation of evidence, interpretation of quantitative data, methods of avoiding historical fallacies and the selection of a mentor and topic for HST 302. Prerequisites: HST 101/102 or HST 103/104 or their equivalents, HST 211 or its equivalent, and at least one 300-level HST elective.

HST 302. Historical Research and Writing (3).

A major research project done in seminar and private study under an instructor's direction. Required of all history majors. Prerequisite: HST 301.

HST 303. Medieval Europe (3).

Concentrates on medieval developments that influenced Western culture and civilization in modern era. The categories of government, economics, religion and culture will be examined through the specific historical circumstances of medieval monarchy, feudalism, the papacy, monastic spirituality, the university and the arts. Emphasis will be on the appreciation of movements and events that have a unique identification with the spectacular achievements of Western civilization in modern history.

HST 309. Tudor-Stuart Britain and Ireland (3).

This course is designed to introduce student to the "New British History," which emphasizes the importance and interactions of all four nations of the "British Isles," namely: England, Ireland, Scotland

and Wales. We will examine the economic and social, political and military, religious and cultural history of these four nations during the Tudor and Stuart periods, approximately 1485 to 1714. Among other areas of interest, we will discuss the impact of the Renaissance, the Reformation, and the age of overseas exploration and settlement, as well as the various attempts of the dominant nation--England--to exert control over its Celtic neighbors, and their various responses.

HST 310. Race and Reconstruction in America (3).

Taking as a starting point the historical period, 1864-1901, designated as the Reconstruction era in the United States, this course will explore the effect of the Civil War and efforts to rebuild the shattered republic while forging a more egalitarian Union. We will also explore the legacies of both the War and of Reconstruction, and their affect upon our understanding of race in the South and in the country as a whole. As we explore the events, debates, politics, and personalities that mark this period, we will also draw upon the imaginative works of authors ranging from Frederick Douglass, Mark Twain, and W.E.B. Du Bois to Stephen Crane, Frances Harper, and Louisa May Alcott. As the country contends with the political and cultural fallout that attends African American citizenship, these writers will represent race sometimes as a "problem" for the country and sometimes as a source of power and pride. Finally, we will discuss the extent to which we are still, in twenty-first century America, engaged in acts of Reconstruction.

HST 314. Age of Renaissance/Reformation (3).

A survey of European history between the 14th and 17th centuries, the course examines the political situation in Western Europe, with special emphasis on the unique cultural achievements of the Renaissance and on the religious dimensions of the Reformation.

HST 315 (ECO 315). Econ Hist U.S. 1860-1960 (3).

This course traces the development of the American economy, especially the impact of the two World Wars and the Great Depression and the long run trajectory of economic growth and inequality. Basic economic theory is used to understand those events and changes and the evolution of industrial policy, capital markets, and fiscal and monetary policy and the causes and consequences of the rise of big business and big government, technological change, and education policy. No prerequisites.

HST 316 (LGS 316). History of American Law (3).

This course will weave together the history of legal and constitutional thought with the history of law's part in social and political change and in everyday life. It will consider a wide variety of texts and events but will concentrate on: colonial antecedents; revolution and constitution making; the golden age of American law; courts and the rise of industrial capitalism; Black slavery and freedom; achievements and limits of liberal legal reform; the experience of women's labor and civil rights movements; and legal realism and the rise of the administrative state.

HST 319. United States Colonial History (3).

This course will examine the social, cultural, economic and political consequences of European colonization of North America from 1492 to 1763. Placed within the context of the greater Atlantic World, it will emphasize the interactions of competing European cultures with one another as well as with Native Americans and Africans. In addition to the struggles between European powers for imperial control of North America, we will explore themes and events such as the development of race-based slavery, the "Columbian exchange", expansion, Native American resistance, ethnic diversity, the Great Awakening, and the Enlightenment.

HST 321. Amer Revol/Republic 1763-1800 (3).

A survey of the history of the United States from the Peace of Paris of 1763 through the election of 1800. The course will focus on such topics as the causes of the Revolution, its impact on women, blacks and Native Americans, social protest, diplomacy with Britain and France, the rise of the first party system, and early national society and culture. Readings, research and discussion.

HST 322 (EDG 768). Antebellum America, 1800-1848 (3).

A survey of society and culture from the Jeffersonian era through the Mexican War. The course will examine the causes of the War of 1812, the rise of the industrial order and the cotton kingdom, slave resistance, the changing American family and the nature of Jacksonian democracy and reform. Readings, research and discussion.

HST 323 (EDG 766). Civil War and Reconstruction (3).

Examines the causes of the conflict and the impact of the war on civilian populations, women and African-Americans. The course will also focus on diplomacy, civil liberties, the rise of the third party system, the crucial battles and the failure of Reconstruction. Readings, research and discussion.

HST 329 (PSC 329/PGS 329/GWS 329). History of Latin Amer Social Movements (3).

Will examine peaceful Latin American social change movements in historical and global context. The civil components of violent revolutions will be examined along with peaceful social movements that confronted ruthless dictatorships across Latin America, energizing democracy and expanding ethnic rights. The course will look at how these movements re-defined gender roles and placed the economic and environmental concerns of the poor in the international spotlight.

HST 330. The Modern South, 1865 - 2000 (3).

A consideration of the South from Reconstruction through the Presidential Election of 2000. Major topics include regional distinctiveness, Reconstruction, the New South, the South and the Great Depression, economic growth and World War II, the South and Cold War, the modern civil rights movement, economic diversification in the Post World War II era, cultural contributions of the region, the Gold-

water Revolution of 1964, dominance of Evangelical Protestantism, development of the Sun Belt and growth of the suburbs, and increased ethnic and racial diversity at the dawn of the twenty-first century.

HST 331. From Civil War Through Civil Rights: African American History Since 1865 (3).

This course surveys the thoughts, ideas, and actions of African Americans from emancipation through the long Civil Rights movement to the present. It focuses on major African American figures, the Era of Reconstruction, the rise of Jim Crow, the Great Migration and development of urban black communities, social protest movement through the 1940s, the civil rights movement and black power movements of the 1960s and 1970s, and racial issues through the election of Barack Obama as the first black president. Race, class, and gender are important elements of this course, as well as African American literature, film and music.

HST 341. Native American History to 1890 (3).

Native American History to 1890 begins with the premise that American Indians were active participants in the creation of their own history and not merely victims of disease, oppression and societal change brought to North America by Europeans. This course is designed to explore the changing world of American Indians from the pre-Columbian period through Wounded Knee in 1890. We will be studying topics common in American history through the 19th century such as colonialism, the American Revolution, the New Republic, the Civil War, and the settling of the West. We will be looking at these events with the focus being on how Native Americans both actively participated in and were affected by them. The goal in this approach is to understand the complex nature of European/ Indian interactions as well as to gain an understanding of the rich and diverse Indian cultures present in North America from 1492 to 1890.

HST 342. Slavery & Emancipation in Atlantic World (3).

This course examines the rise and fall of slave labor in the Atlantic world, from the European peasant revolts of the 14th century through the abolition of unfree labor in Brazil in 1888. The course will emphasize the varieties of slave labor across space and time, as well as gender roles within slave societies. It will also investigate the impact of urbanization and connections to larger market economies on slavery, and particularly slave resistance and rebelliousness. Readings, research, and discussion.

HST 343 (REL 371). History and Spirituality of the Jesuits (3).

This course will acquaint students with the history and the distinctive, world-engaging spirituality of the Society of Jesus. In addition to presenting a chronological overview of Jesuit history, it will also examine the central themes of the Spiritual Exercises and the missionary strategies and philosophy of education of the Jesuits.

HST 344 (PSC 312/GWS 312). Women and Politics (3).

The goal of this course is to make women visible and their voices audible in the study of American politics. "Politics" is broadly construed to include the politics of everyday life as well as that of national institutions. While gender politics is stressed, we will also study how race, ethnicity, class, sexual orientation, religion, disability and age affect a person's place and role in American society, culture and politics. Fulfills Core requirement(s): DIV.

HST 346. History of Appalachia (3).

This course surveys the history of Appalachia from the earliest Indian settlers through the twentieth century. Topics examined include Indian settlement; European immigration; Appalachia and the new nation; Appalachia, slavery, and the U.S. Civil War; the unique character of the region; industrialization and worker response; racial, ethnic, and religious diversity; the post-World War II economic boom; folk culture and tourism; the War on Poverty; and Appalachia on the eve of the twenty-first century.

HST 350 (PGS 350). State and Faith in the Middle East (3).

This course will examine how states used religion as a means of legitimacy and law as well as staged a desperate battle against religious forces from the Ottoman period until the present day. Islam will be the focus of the course, as a variety of fundamentalist/revivalist movements, the politicalization of religion, and secularization efforts are examined throughout the Middle East. In addition, the role of Judaism and Christianity will be discussed in regards to the establishment and present situation of Israel and Lebanon.

HST 356. Great War/Global Revolutions 1900-1920 (3).

This course provides an in-depth global approach to the history of the world in the early 20th century, with special emphasis on the impact of western imperialism, the causes, conduct and consequences of the Great War of 1914-1918, and the revolutions that occurred during this era in China, Russia, Germany, Ireland, eastern Europe and Mexico.

HST 357. Age of Anxiety & Global War 1920-1945 (3).

This course provides an in-depth global approach to the history of the world from 1920 to 1945, with special emphasis on the cultural & political anxieties of the 1920's; the global impact of the Great Depression; the growth & influence of racism, Nationalism, Communism, Fascism, Militarism & Nazism; and the causes, conduct & consequences of World War II and the Holocaust.

HST 358 (PGS 358). The Cold War & Global Confrontation 1945-1964 (3).

An intensive study of superpower confrontations and conflicts from 1945 through 1964. Soviet and American attitudes and ideologies, the roots and origins of the Cold War, the nuclear arms race, crises and clashes in Europe and the Third World, social and cultural impacts.

HST 359 (PGS 369/PSC 359). Cold War & Global Upheaval, 1964-Present (3).

An intensive study of the later years of the Cold War and the post-Cold War period. Continued Soviet and American rivalry combined with efforts to control the nuclear arms race, Third World "proxy wars" such as Vietnam and Afghanistan, the collapse of the Iron Curtain and end of the Soviet Union, global adjustments to the development of a unipolar world, the rise of terrorism and jihadist tendencies, social and cultural impacts.

HST 361. Russian History (3).

A survey of Russian history from ancient times through the present including Kievan Rus, the Mongol Yoke, the Rise of Moscow, Imperial Russia, the Soviet era, and post-Soviet Russia. Emphasis will be placed on social, cultural and religious developments, as well as on the political history of the Russian state.

HST 363. Russian History Since 1900 (3).

An in-depth study of modern Russian history from the reign of Tsar Nicholas II (1894-1917) to the present. Topics covered include the Russian Revolutions, the careers of Lenin and Stalin, the foreign and domestic policies of the USSR, the two World Wars and the Cold War, Soviet culture and society, the disintegration of the Soviet Union, and developments in post-Soviet Russia.

HST 365. U.S. Women's History, From the Colonial Era to the Present (3).

This course studies the roles and experiences of women in American history, society, and culture, including women's roles in the family, work, education, health, religion, political reform, and social change from the colonial era to the present. This course will include discussions of the difference between sex and gender, and the intersection of race, class, gender, and sexuality in the lives of women.

HST 371. East Asia to 1600 (3).

This course will introduce to students the history of East Asia from its Neolithic origins to 1600. It will examine the foundations of main East Asian nations, the important features of the classical East Asian civilization and further developments of East Asian cultures and societies prior to the arrival of the Westerners. Important East Asian classics, religious and ritual practices, such as Confucianism, Taoism, Shintoism, and Buddhism, will also be introduced. Other topics to be studied include relations between East Asia and its nomadic neighbors, different political systems, literate and martial traditions, popular cultures, important technological innovations, commercial and urban developments, peasant revolts, local societies, gender relations, Christian missionaries and the early contacts with the West.

HST 375 (PSC 407/PGS 407). Southern African Politics (3).

A study of political problems and dynamics in the region of Southern Africa. Focus is on the domestic politics of the Republic of South Africa, relations among the black-ruled states and between the black-

ruled states and South Africa, the role of external powers in the region and the conflict potential of contemporary problems.

HST 377. Early Islamic History, 600-1300 (3).

Beginning in Late Antiquity, this course follows the emergence of Islam as a religion and its influence on cultural practice; the formation of the first Islamic dynasties; the articulation of an Arab-Islamic high literary culture and the evolving role of women in Islam. The course will examine the complex relationships between different Middle Eastern ethnic and religious groups and conclude with an investigation of the impact of the Crusades.

HST 378. Empires of Islam, 1300-1922 (3).

This course traces the formation of the three great Islamic empires of the early modern era: the Ottoman Empire in the Middle East and Europe, the Safavid in Iran, and the Mughal in India. The political culture of each empire was shaped by the use of gunpowder, and all shared a common court culture based on the Persian language. Ottoman expansion in the Arab Middle East: the relationship between the Islamic-Turkic elite of each empire and their non-Muslim, primarily, Christian and Hindu subjects; and the reproductive politics of the imperial harem will be among the issues addressed

HST 379 (PGS 379). Modern Middle East Hist, 1792- Present (3).

The last two hundred years have been a period of profound and often troubling change for the people of the Middle East. In this period, modern technology, rapid forms of travel and communication and new ideas and concepts challenged for many the certainties of religion, family, gender, and class. A fundamental feature of these two centuries has been the growing role of Europe and Europeans in the lives of the inhabitants of the Middle East. Imperialism, colonialism and nationalism set in motion a series of events that transformed the region from a place where two great empires, the Ottoman and Qajar held sway, into a dozen independent states like Turkey, Egypt, Israel, Syria, Iraq, Jordan and Iran. This course uses the words, art, literature and thought of local people to understand the way these changes interacted with the intellectual, social and cultural dimensions of Middle Eastern life.

HST 383. History of Africa, C. 1400-1870 (3).

Africa has often been described by Westerners as a continent cut off from the rest of the world. In this history of Africa prior to European colonization, we will challenge the perception of Africa as an isolated continent, by exploring its varied interactions with the world around it. During this course, we will evaluate Africa's role in world trading systems and its engagement with the world religions of Islam and Christianity. In so doing, we will focus our attention on the multiple dynamic systems of trade, government, and religion that existed within Africa. We will attempt to understand the interaction between Africa and the world, not only through the eyes of the outsiders who arrived, but especially through the eyes of the Africans who hosted them. We will also learn about Africans' changing interactions with one another inside the continent during this new era of extraversion.

HST 384. Africa During Long 20th Cent:1870-1994 (3).

1870 marks the beginnings of the West's systematic dominance of Sub-Saharan Africa through colonization. The colonial encounter transformed both Africa and the West, as Africans fought to survive under a foreign administration, and Europeans struggled to uphold their hegemony and explain Africa to their compatriots "back home." As we familiarize ourselves with portions of Africa's history of late-19th century to the present, we will remain conscious of the ways in which Africa has been portrayed in the West throughout the years. We will also seek out the ways in which Africans and people of African descent portrayed themselves. In so doing, we will pay particular attention to the post world-war II ideologies that surfaced throughout Africa and its diaspora and the political, cultural, and philosophical writings that emerged in conjunction with nationalist movements.

HST 388 (PGS 388). Coca, Culture & Politics in Latin Amer (3).

Coca has been closely connected to religion and culture in Andean South America for millennia. The plant was both cultivated and controlled by the Inca and Spanish empires. Today, peasant coca growers are part of new Latin American political movements. Global demand for the drug cocaine, made from coca, finances insurgencies, civil wars, and criminal violence in Latin America. The United States and international bodies prosecute a "War on Drugs" that targets peasant growers and traditional use as much as it does criminal organizations. This course explores the local culture and international relations of coca and cocaine. It focuses on the Latin Americans who produce and consume coca and are victimized by the violence of both the drug trade and suppression efforts.

HST 389 (PGS 389/PSC 389). Opium, Empire and State in Asia (3).

Opium is an ancient medicine that became a mainstay for European traders in Asia and the keystone of their imperial economies. After opium opened Asian states to European influence it was established as an economic necessity for multi-national empires, emerging states, and insurgencies alike. This course looks at the political, economic, and social relations of opium in Asia and the world. It examines the connections between local production and global trade in the politics of native cultures, national governments, and international relations. At the end of the semester students will be able to look at today's headlines and understand their historical roots as well their future implications. Fulfills Core: IDS.

HST 390. Independent Study (1-6).

A student who wishes to pursue an independent study project for academic credit must submit, prior to registration, a proposed plan of study that includes the topic to be studied and goal to be achieved, the methodology to be followed, schedule of supervision, end product, evaluation procedure and number of credits sought. The proposal must be approved by the supervising faculty member, the department chair and the academic dean. It will be kept on file in the academic dean's office.

HST 400-420. Seminars in History (3).

A selection of seminars designed to enhance students' understanding and appreciation of cultural diversity, to provide them with a bridge between their previous educational experience and the world after graduation and to help them improve their research, writing and speaking skills. Each seminar will focus either on a non-Western civilization or on a submerged group within Western civilization. Course selection will include topics such as African-American history, the history of American women, Latin American history and East Asian history.

HST 401. Seminar: African-America to 1877 (3).

This course studies the history and culture of African-Americans from colonial times through Reconstruction, with emphasis on their social, cultural and religious experiences. Fulfills ENG/HST senior core requirement.

HST 403 (PGS 401). Seminar: Mexico (3).

This course provides a detailed study of Mexico from pre-Columbian times to the present day. Themes include Maya and Aztec civilizations, the Spanish conquest, Mexico under Spanish colonial rule, the independence movements of 1810-1823, the era of the Great Reforms, the Mexican Revolution of 1910, and political, social and economic developments in contemporary Mexico. Fulfills ENG/HST senior core requirement.

HST 404 (GWS 407). Seminar: Medieval & Renaissance Women (3).

This course will explore the roles and perceptions of women in the medieval and early modern periods in Europe (300-1500). We will also consider the role of gender in history and examine how women saw themselves as wives, mothers, workers and spiritual and sexual beings. Open to seniors only. Fulfills ENG/HST senior core requirement.

HST 406 (PGS 406). Seminar: Modern East Asia (3).

This course studies the history of China, Japan, Korea and Vietnam during the nineteenth and twentieth centuries, with emphasis on their customs and cultures and the impact on them of modernization, imperialism, revolution and war. A seminar project and oral report are required of all students. Fulfills ENG/HST senior core requirement. Fulfills Core requirement: DIV.

HST 409 (PGS 413). Hst & Memory in Palestine-Israel Conflict (3).

This seminar explores the Palestinian-Israeli conflict through the lens of the linked concepts of history and memory. It uses as well, the rich literature generated by the conflict to explore the connections between historiography, commemoration, museology, archaeology and power; it takes a multidisciplinary approach to an understanding of how the history of the region has been written and how the past is made to live in the lives of contemporary Palestinians and Israelis. Likewise, it interrogates how history and memory are inscribed on

national and diasporan identity and problematizes phenomena like "collective memory" "transgenerational trauma" and "national history." Fulfills ENG/HST senior core requirement.

HST 413. Seminar: Native Amer Approach to History (3).

The Senior Seminar in Native American approaches to history is designed to explore the history of North American and American Indians primarily from a Native American perspective. We will study various Native American approaches to recording their history such as oral tradition, wampum belts, and winter counts. We will also read works from Native American historians, anthropologists, activists and novelists in order to gain a greater understanding and appreciation for both Native American history and Native American approaches to historical study. Fulfills Core requirement(s): DIV. Fulfills ENG/HST senior core requirement.

HST 417 (PGS 417/PSC 417). Seminar: African History (3).

This course introduces students to the development of African historiography. Students will interpret, analyze and critique different methodologies and have the opportunity to pursue their own specific research interests. In addition, this course will also examine the importance of the African oral tradition, European and Arabic travel literature, archeology and anthropology in the intellectual construction of Africa. This course is designed for upper-level history majors and other interested students and will fulfill the requirements of the senior core. Fulfills Core requirement(s): DIV. Fulfills ENG/HST senior core requirement.

HST 418. Seminar: Sovereignty and Islam (3).

This course will examine sovereignty--political thought and governance--in the Indo-Islamic world, from the time of the Prophet Muhammad to the great gunpowder empires of the Ottomans, Safavids, and Mughals. The foundations of Muslim society and empire, their political institutions, and representations of power will be discussed. Throughout the course students will analyze primary and secondary sources which will be discussed in class as well as incorporated into their final paper. Fulfills ENG/HST senior core requirement.

HST 419. Seminar: the World Since 1945 (3).

This seminar provides a global approach to recent world history with a focus on social, cultural, political, and economic developments in the non-Western world. Seminar projects will provide students with an opportunity for in-depth study of specific issues and developments in Latin American, Asian, African, or Middle Eastern societies since 1945. Not open to students who have taken HST 358 or HST 359. Fulfills ENG/HST senior core requirement.

HST 425. Sem: Multicultural Approach to World Hst (3).

This seminar provides a multicultural approach to the study of world history, focusing on connections among African, Asian, Islamic,

Native American, Latin American, and European/Western cultures. It is designed to improve students' understanding of diverse world cultures and the connections among them. Fulfills ENG/HST senior core requirement.

HST 427. Latin America 1492-1825 (3).

This is an introduction to Latin American under Spanish and Portuguese rule that places the region in global context. It looks at the development of Latin American society and explains the roots of modern Latin American nations and cultures. The course begins with indigenous cultures and adds migrants, free and slave. It ends with the independence movements that created modern Latin American nations. Fulfills ENG/HST senior core requirement.

HST 428 (PGS 428). Seminar: Latin America Since 1825 (3).

A study of the nations of Latin America from the independence period to the present. Chief emphasis on Argentina, Brazil, Chile and Mexico: their struggle for political and economic stability, their progressive urbanization and modernization and their relations with each other and with the United States. The Cuban and Nicaraguan revolutions and the policy of the United States toward Central America are also covered. Fulfills ENG/HST senior core requirement.

HST 429. World History of Medicine (Sr. Seminar) (3).

This senior seminar in History focuses on how society and culture have shaped the experience of the human body, health, illness, and cure over the long span of human history. Readings and discussions will introduce perspectives on the body from the various classical medical traditions of Europe, China, India, and Southeast Asia in addition to contemporary biomedicine, within a comparative and historical framework. We will especially emphasize occasions of encounter between these medical systems, when what was considered natural and self-evident by one group of people was challenged by crosscultural contact. Discussions in this class will challenge students to question their preconceptions and assumptions about medicine in light of these crosscultural and historical perspectives. Writing assignments will ask students to engage deeply with a particular facet of the history of medicine of interest to them. Fulfills ENG/HST senior core requirement.

HST 430. Seminar: Mathematics & Civilizations (3).

The Greeks of Antiquity attributed their early notions of Mathematics to the Egyptians and Babylonians. Their own contributions were inherited by the Islamic civilization, together with the fruits of Indian Mathematics. The learning preserved and increased by the Arabs was slowly transmitted to Western Europe from 950 to 1500. The Mathematics developed in China and Pre-Columbian America was largely isolated from the mainstream of Mathematics. This course will analyze the impact of Mathematics on the development of these Civilizations, and of our own, particularly on the other sciences and on philosophy. Fulfills Core requirement(s): DIV, IDS. Fulfills ENG/HST senior core requirement.

HST 447 (ENG 447). Seduction & Betrayal in Ancient Med World (3).

What causes a person to be seduced, or lead astray, from proper conduct or from previously held principles? What does it mean to be betrayed? How do various forms of seduction and betrayal - personal, psychological, social, political - manifest themselves? How do individuals, families, and communities respond to and attempt to recover from seductions and betrayals? In this Seminar we will consider the personal, political, historical, and cultural implications of the above questions by examining Classical ancient texts and their continuing influence on the contemporary world. Beginning with a blood-soaked tale that features a victorious war hero who is seduced and betrayed by his adulterous wife, this Seminar will culminate in a multi-media investigation of the enigmatic figure of Cleopatra, the real-life historical ruler of Egypt, (in)famous for her seductive charms that captivated the Romans Caesar and Mark Antony. After her suicide, Cleopatra was reinvented while her corpse was practically still warm by the poet Horace, was later famously portrayed in Shakespeare's *Antony and Cleopatra*, and was yet again immortalized centuries later in Mankiewicz's 1963 extravagant blockbuster film. Looking at a range of sources, including ancient historical accounts and sculpture, Renaissance paintings, a modern comic book, and the recent HBO television series "Rome," we will interrogate the distinctions between fact and fiction and will explore the living legacy of the ancient Mediterranean world. Fulfills ENG/HST senior core requirement.

HST 490. Internship (1-6).

Participation in a field learning experience closely related to one of the areas of history. The student intern will report as required to the internship coordinator and will be expected to evaluate the experience and relate it to his or her academic program. Three hours per week will be required to generate one credit. Pass/fail only. Prerequisite: 2.50 G.P.A. or better, 60 credits earned, permission of internship coordinator.

HST 495. Honors Project (3).

To qualify for an honors degree in history, a student must be a declared history major, have a G.P.A. of at least 3.5 overall and 3.75 in history and must complete an honors project. The project will typically consist of a historical research paper, written under the direction of a history professor, department chair, and supplemented by a formal presentation, an audiovisual project or an oral defense. A preliminary thesis, outline and bibliography must be approved by the professor and department chair before the student may register. (Normally taken in first semester of senior year.)



Mathematics and Computer Science

Chair: Michael J. Miller

Program Director: David P. Voorhees

Professor(s): Sul-Young Choi, Lifang Hsu

Professor Emeritus: Edwin F. Baumgartner, Thomas S. Frank, William C. Rinaman Jr., James F. Smith, S.J.

Associate Professor(s): William V. Miller, Michael J. Schramm

Assistant Professor(s): Shaun Ceci, Caitlin Cunningham, Aparna Das, David A. Nash, Jonathan Needleman, Trijya Singh

Adjunct(s): William J. Collins, Emory Creel, Kathy Dilmore, Ludmila Kleiner, Daniel R. Maravi

The mathematics program serves two primary functions: 1) to offer students majoring in mathematics a well-rounded, career-oriented program in mathematics, and 2) to offer other students careful instruction in using the mathematical tools required by their disciplines. In keeping with the first objective, the department requires its majors to complete a common core of eight mathematics courses (including a senior research project—see below), to complete courses in each of three cognate fields (foreign language, computer science and natural science) and to concentrate further in one of five areas (pure mathematics, applied mathematics, statistics, actuarial science, education) by completing a sequence of at least four additional mathematics courses and a variable number (depending on concentration—see below) of other courses. Majors must declare their area of concentration by the end of their sophomore year.

Mathematics Major

Mathematics Major

Core Requirements	Hours
COR 100 First Year Seminar	3
WRT 101 Critical Writing	3
PHL 110 Introduction to Philosophy	3
HST 110 - HST 111 World Civilization	6
ENG 210 Major Authors	3
PHL 210 Moral Philosophy	3
Theology	3
EAC Encountering Another Culture/Language	6
ENG 310 Literature and Culture	3
Mathematics	3
Social Science	3
Natural Science	3
IDS Interdisciplinary Studies*	3

Religion	3
COR 400 Transformations	3
Visual & Performing Arts*	1
Diversity*	0

NOTE: Some Core requirements may be fulfilled by major requirements.

* See core section for more information. Because there have been substantial changes to the core curriculum, the above requirements may not apply to all students; for students who entered Le Moyne College prior to Fall 2013, be sure to consult with your advisor for appropriate course selection(s).

Major Requirements	Hours
Concentration requirements**	12-36
CSC 175 Introduction to Algorithms and Program Design	4
CSC 176 Object Oriented Programming	3
MTH 145 Calculus I	4
MTH 146 Calculus II	4
MTH 245 Calculus III	4
MTH 261 Linear Algebra	3
MTH 311 Introduction to Probability Theory	3
MTH 332 Real Analysis	4
MTH 341 Abstract Algebra	3
MTH 494 Preparation for Mathematical Research	1
MTH 495 Senior Research Project	3

Major Support **Hours**

In addition, one of the following three science course sequences and one foreign language course are required:

PHY 105 General Physics Scientists/Engineers I	3
PHY 106 General Physics Scientists/Engineers II	3
PHY 103 General Physics Laboratory	1
PHY 104 General Physics Laboratory	1
CHM 151 Chemical Principles I	3
CHM 151L Chemical Principles I Laboratory	1
CHM 152 Chemical Principles II	3
CHM 152L Chemical Principles II Lab	1
BIO 191 General Biology I	4
BIO 192 General Biology II	4
Foreign Language (intermediate or advanced level recommended)	3
Free Electives (depends on concentration)	0-27

** By the end of the second semester of the sophomore year, the student is expected to select a concentration. The concentrations, and their requirements, are listed separately.

Pure Mathematics Concentration

Concentration Courses	Hours
MTH 260 Discrete Mathematics	3

Four additional MTH courses, either from the following list or approved by the department chair.

MTH 303 Differential Equations and Mathematical Modeling
MTH 306 Topics in Number Theory
MTH 307 Combinatorial Mathematics and Graph Theory
MTH 361 Modern Geometry
MTH 370 Intermediate Problem Solving
MTH 431 Introduction to Complex Analysis
MTH 481 Topology

Statistics Concentration

Concentration Courses	Hours
MTH 260 Discrete Mathematics	3
MTH 312 Mathematical Statistics	3
MTH 313 Applied Statistics	3

Two additional MTH courses, either from the following list or approved by the department chair. **6**

MTH 421 Numerical Methods
MTH 431 Introduction to Complex Analysis

Actuarial Science Concentration

Concentration Courses	Hours
MTH 313 Applied Statistics	3

Three additional MTH courses, either from the following list or approved by the department chair. **9**

MTH 303 Differential Equations and Mathematical Modeling	
MTH 312 Mathematical Statistics	
MTH 370 Intermediate Problem Solving	
MTH 421 Numerical Methods	
ECO 113 Principles of Microeconomics	3
ECO 114 Principles of Macroeconomics	3
ACT 203 Financial Accounting	3
FIN 301 Managerial Finance	3
FIN 401 Investments	3
Free Electives	9

The following courses are approved for VEE credits by SOA, CIA and CSA:

MTH 313 Applied Statistics
FIN 301 Managerial Finance
FIN 401 Investments

ECO 113 Principles of Microeconomics
 ECO 114 Principles of Macroeconomics

HST 110 (a)	3	Theology	3
PHL 210	3	Social Science	3
Elective	3	Elective	3

Adolescent Education Concentration (Grades 7-12)

Concentration Courses	Hours
MTH 361 Modern Geometry	3
MTH 370 Intermediate Problem Solving	3

Two additional MTH courses, either from the following list or approved by the department chair. **6**

- MTH 303 Differential Equations and Mathematical Modeling
- MTH 306 Topics in Number Theory
- MTH 307 Combinatorial Mathematics and Graph Theory
- MTH 312 Mathematical Statistics

For courses required for teacher certification, refer to the Department of Education.
 For ENG 300, students must register for Shakespeare.

Junior Year

MTH 311	3	MTH Concentration	3
Science Elective	4	Science Elective	4
MTH 341/MTH Concen.	3	MTH Concentration	3
ENG 310	3	IDS	3
Elective	3	Elective	3

Senior Year

MTH Concentration	3	MTH 495	3
COR 400A	3	MTH Concentration	3
Elective	3	Religion	3
Elective	3	Elective	3
Elective	3	Elective	3

NOTE: This typical program is for all concentrations except education and applied mathematics.

(a) HST 110 and HST 111 can be taken in either order

(b) For the actuarial science concentration, the electives must include ECO 113, ECO 114, ACT 203, FIN 301 and FIN 401.

Dual Childhood/Special Education Concentration (Grades 1-6)

Concentration Courses	Hours
MTH 361 Modern Geometry	3
MTH 370 Intermediate Problem Solving	3

Two additional MTH courses, either from the following list or approved by the department chair. **6**

- MTH 303 Differential Equations and Mathematical Modeling
- MTH 306 Topics in Number Theory
- MTH 307 Combinatorial Mathematics and Graph Theory
- MTH 312 Mathematical Statistics

For courses required for teacher certification, refer to the Department of Education.
 For ENG 300, students must register for Shakespeare.

Typical Program for Applied Mathematics Concentration

First Semester	Hours	Second Semester	Hours
Freshman Year			
MTH 145	4	MTH 146	4
CSC 175	4	CSC 176	3
WRT 101	3	HST 111	3
COR 100	3	PHL 110	3
Foreign Language	3	EAC	3

Sophomore Year

MTH 245	4	MTH 303	3
MTH 260	3	MTH 332	4
MTH 261	3	ENG 210	3
HST 110	3	PHL 210	3
Science Elective	4	Science Elective	4

Junior Year

MTH 311	3	MTH 312/313	3
MTH 341/421	3	Theology	3
ENG 310	3	IDS	3
Minor Course	3/4	Minor Course	3/4
Elective	3	Elective	3

Senior Year

MTH 341/421	3	MTH 495	3
COR 400	3	MTH Concentration	3
Social Science	3	Religion	3
Elective (DIV)	3	Elective (VPA)	3
Elective	3	Elective	3

Typical Program for Mathematics Major

First Semester	Hours	Second Semester	Hours
Freshman Year			
MTH 145	4	MTH 146	4
CSC 175	4	CSC 176	3
Foreign Language	3	PHL 110	3
COR 100	3	EAC	3
WRT 101	3	HST 111 (a)	3
Sophomore Year			
MTH 245	4	MTH 332	4
MTH 261/MTH 260	3	ENG 210	3

Typical Program for **Adolescent Education Concentration (Grades 7-12)**

<i>First Semester</i>	<i>Hours</i>	<i>Second Semester</i>	<i>Hours</i>
Freshman Year			
WRT 101	3	PHL 110	3
MTH 145	4	EDU 105	3
Foreign Language	3	MTH 146	4
COR 100	3	CSC 176	3
CSC 175	4	EAC	3
Sophomore Year			
PHL 210	3	HST 111	3
Science Elective	4	Science Elective	4
MTH 261	3	MTH Concentration	3
MTH 245	4	MTH 332	4
EDU 215	3	EDU 150	3
Junior Year			
HST 110	3	ENG 210	3
Theology	3	Religion	3
MTH 311	3	MTH Concentration	3
MTH 341/MTH Concen.	3	MTH Concentration	3
EDU 303	3	EDU 325	3
EDU 315	3	EDU 335	3
Senior Year			
MTH 495	3	EDU 120	0
MTH Concen./MTH 341	3	EDU 405	3
COR 400	3	EDU 460	6
EDU 401	4	EDU 450	6
ENG 310	3		
IDS	3		

NOTE: Students in the Adolescent/Special Education Concentration should consult with their advisor about taking EDU 225 and EDU 345

Typical Program for **Dual Childhood/Special Education Concentration (Grades 1-6)**

<i>First Semester</i>	<i>Hours</i>	<i>Second Semester</i>	<i>Hours</i>
Freshman Year			
WRT 101	3	EAC	3
MTH 145	4	PHL 110	3
Foreign Language	3	EDU 105	3
COR 100	3	MTH 146	4
CSC 175	4	CSC 176	3
Sophomore Year			
PHL 210	3	Science Elective	4
Science Elective	4	HST 111	3
MTH 261	3	MTH Concentration	3
MTH 245	4	MTH 332	4
EDU 205	3	EDU 225	3

Junior Year

HST 110	3	EDU 150	3
Theology	3	Religion	3
MTH 311	3	MTH Concentration	3
MTH 341	3	EDU 365	3
EDU 305	3	EDU 375	3
EDU 315	3	ENG 210	3

Senior Year

EDU 120	0	MTH Concentration	3
EDU 405	3	MTH 495	3
EDU 430	6	MTH Concentration	3
EDU 431	6	COR 400	3
		ENG 310	3
		IDS	3

Mathematics Minor

To graduate with a minor in mathematics, a student must complete a program approved by the department chair consisting of at least five mathematics courses numbered 145 or higher including at least one mathematics course numbered 300 or higher. No course may be taken pass/fail.

Computer Science

Program Director: David Voorhees

This program's strength is in the liberal arts tradition - students receive broad exposure to other disciplines while obtaining a solid foundation in computer science. Its distinctive features include:

1) A Curriculum that covers the breath of computer science topics and allows specialization through electives.

Our curriculum is designed to introduce students to the breath of computer science topics from the practical to the theoretical. It focuses on fundamental concepts and principals in computer science and treats the latest trending technologies as current examples of these concepts. Our goal is to prepare students to be problem solvers who are adaptable to the rapidly changing nature of technology, rather than to be a specialist only in today's trending technologies. Our required courses cover topics such as software architecture and design, program design, algorithm analysis, and operating systems. Elective courses, taken in the last two years of the program, allow students to customize their learning based on individual interests. We offer electives on topics such as software design, secure software development, artificial intelligence, mobile computing and networks. Course projects encompass a range of sizes and domains, with opportunities for students to experience software engineering from an individual and team perspective. At the culmination of the major, all students complete a significant senior project where knowledge acquired across various courses must be combined and applied.

2) Lots of interaction with faculty members and ample opportunities to learn from peers.

Computer science majors at Le Moyne are part of a small close knit community with lots of interaction with faculty members and with other students in the major. Students are advised by the same faculty member throughout the major, thus allowing for more personal counseling. The weekly laboratory session of our intro course, where students get hands-on experience with topics learned in the classroom, is taught by faculty rather than a teaching assistant. Many of our courses include projects and assignments which are done in pairs or triples to encourage students to learn from their peers. We also hire upper-level students as tutors within Le Moyne's Academic Support Center.

3) A requirement to earn a minor in another discipline.

All computer science majors minor in another discipline which provides students with an opportunity to combine computer science with another subject area, as it is increasingly done in the real world.

CSC 281 Discrete Mathematics	3
CSC 346 Software Operating Environments	3
CSC 375 Design and Analysis of Algorithms	3
CSC 495 Senior Research Project or CSC 496 Senior Software Engineering Project	3
Four upper-level CSC electives from the computer science course groups listed below. Two courses must be programming intensive and one course must be theory intensive.	12

Major Support	Hours
MTH 145 Calculus I	4
MTH 146 Calculus II	4
Foreign Language (intermediate or advanced level recommended)	6
Natural science lab-based sequence	8
Minor in another discipline	15-21

Electives **Hours**

Programming Intensive Upper-level Electives

CSC 276 Object-Oriented Software Design	
CSC 411 Introduction of Artificial Intelligence	
CSC 441 Secure Software Development in Mobile And Cloud Environments	
CSC 445 Networks and Secure Software Development	

Theory Intensive Upper-Level Electives

CSC 355 Programming Languages & Paradigms	
CSC 376 Software Engineering	
CSC 471 Models of Computation	

Additional courses may be added to the computer science course groups when the course contains at least ten lecture hours found in CS2013 (the most recent ACM/IEEE Computer Science Curriculum Guidelines) that are not covered by the CSC required courses listed above.

B.S. Computer Science

Core Requirements	Hours
COR 100 First Year Seminar	3
WRT 101 Critical Writing	3
PHL 110 Introduction to Philosophy	3
HST 110 - HST 111 World Civilization	6
ENG 210 Major Authors	3
PHL 210 Moral Philosophy	3
Theology	3
EAC Encountering Another Culture/Language	6
ENG 310 Literature and Culture	3
Mathematics	3
Social Science	3
Natural Science	3
IDS Interdisciplinary Studies*	3
Religion	3
COR 400 Transformations	3
Visual & Performing Arts*	1
Diversity*	0

NOTE: Some Core requirements may be fulfilled by major requirements.

* See core section for more information. Because there have been substantial changes to the core curriculum, the above requirements may not apply to all students; for students who entered Le Moyne College prior to Fall 2013, be sure to consult with your advisor for appropriate course selection(s).

Major Requirements	Hours
CSC 175 Introduction to Algorithms and Program Design	4
CSC 176 Object Oriented Programming	3
CSC 181 Bits, Nibbles, and Bytes	3
CSC 275 Data Structures and Algorithms	3

B.A. Computer Science

Major Requirements	Hours
CSC 175 Introduction to Algorithms and Program Design	4
CSC 176 Object Oriented Programming	3
CSC 181 Bits, Nibbles, and Bytes	3
CSC 275 Data Structures and Algorithms	3
CSC 281 Discrete Mathematics	3
CSC 346 Software Operating Environments	3
CSC 375 Design and Analysis of Algorithms	3
CSC 495 Senior Research Project or CSC 496 Senior Software Engineering Project	3
Four upper-level CSC electives from the computer science course groups listed above. Two courses must be programming intensive and one course must be theory intensive.	12

Major Support	Hours
MTH 145 Calculus I	4
Foreign Language (intermediate or advanced level recommended)	6
Minor in another discipline	15-21

Computer Science with a Concentration in Pre-Engineering

The computer science B.S. may be taken with a pre-engineering concentration to serve as the foundation for the Dual Bachelor's/Master's Engineering Program with Syracuse University. Students enrolled in one of the computer science-based Bachelor's/Master's engineering programs must choose from one of the following concentrations:

- Computer science with concentration in pre-engineering: computer science
- Computer science with concentration in pre-engineering: computer engineering

Please note that a student enrolled in one of these two computer science pre-engineering concentrations satisfy the computer science major requirement to minor in another academic discipline.

See the Undergraduate Transfer Programs for additional information on this Dual Bachelor's/Master's Degree in Engineering Program with Syracuse University.

Typical Program for B.S. Computer Science

First Semester	Hours	Second Semester	Hours
Freshman Year			
CSC 175	4	CSC 176	3
MTH 145	4	MTH 146	4
EAC	3	EAC	3
WRT 101	3	CSC 181	3
COR 100	3	HST 111	3
Sophomore Year			
CSC 275	3	CSC 346/CSC Elective	3
CSC 281	3	Elective	3
Natural Science	4	Natural Science	4
HST 110	3	Elective	3
PHL 110	3	PHL 210	3
Junior Year			
CSC 375	3	CSC 346/CSC Elective	3
CSC Elective	3	CSC Elective	3
Elective	3	Elective	3
ENG 210	3	ENG 310	3
Social Science	3	Theology	3
Senior Year			
CSC 495 or 496	3	CSC Elective	3

CSC Elective	3	Elective	3
Elective	3	Elective	3
IDS	3	COR 400A	3
VPA	1	Religion	3

Typical Program for B.A. Computer Science

First Semester	Hours	Second Semester	Hours
Freshman Year			
CSC 175	4	CSC 176	3
MTH 145	4	CSC 181	3
EAC	3	EAC	3
WRT 101	3	PHL 110	3
COR 100	3	HST 111	3
Sophomore Year			
CSC 275	3	CSC 346or CSC Elective	3
CSC 281	3	Elective	3
Elective	3	Elective	3
HST 110	3	Social Science	3
PHL 210	3	ENG 210	3
Junior Year			
CSC 375	3	CSC 346or CSC Elective	3
CSC Elective	3	CSC Elective	3
Elective	3	Elective	3
Natural Science	3	IDS	3
ENG 310	3	Theology	3
Senior Year			
CSC 495 or 496	3	CSC Elective	3
CSC Elective	3	Elective	3
Elective	3	Elective	3
COR 400A	3	Elective	3
VPA	1	Religion	3

Typical Program for Computer Science with a Concentration in Pre-Engineering: Computer Science

First Semester	Hours	Second Semester	Hours
Freshman Year			
CSC 175	4	CSC 176	3
MTH 145	4	CSC 181	3
WRT 101	3	MTH 146	4
EAC	3	HST 111	3
COR 100	3	EAC	3
Sophomore Year			
CSC 275	3	CSC 346/CSC Elective	3
CSC 281	3	Social Science	3
MTH 245	4	ENG 210	3
Natural Science w/ Lab	4	Natural Science w/ Lab	4
HST 110	3	PHL 110	3

Junior Year

CSC 375	3	CSC 346/CSC Elective	3
CSC 355 or CSC Elective	3	CSC 471/CSC Elective	3
MTH 261	3	ENG 310	3
PHL 210	3	Theology	3
PHY 103	1	IDS	3
PHY 105	3		

Senior Year

CSC 495 or 496	3	CSC Elective	3
CSC 355 or CSC Elective	3	CSC 471/CSC Elective	3
MTH 311	3	Elective	3
COR 400A	3	Elective	3
VPA	1	Religion	3

Fifth Year

Syracuse University CS Masters program

Typical Program for Computer Science with a Concentration in Pre-Engineering: Computer Engineering

First Semester	Hours	Second Semester	Hours
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Freshman Year

CSC 175	4	CSC 176	3
MTH 145	4	MTH 146	4
PHY 103	1	PHY 104	1
PHY 105	3	PHY 106	3
WRT 101	3	HST 111	3
COR 100	3	CSC 181	3

Sophomore Year

CSC 281	3	CSC 346/CSC Elective	3
CSC 275	3	Social Science	3
MTH 245	4	PHL 210	3
ELE 231/291 (2)	4	ELE 232/292 (2)	4
PHL 110	3	CSE 261 (2)	3
HST 110	3		

Junior Year

CSC 375	3	CSC 346/CSC Elective	3
ENG 210	3	CSE 458 (2)	3
CSE 397 (2)	3	CSE 398 (2)	3
VPA	1	ENG 310	3
CSE 381 (2)	3	Theology	3
CSE 384 (2)	3	CSC 471 or IDS	3

Senior Year

CSE 491 (2)	1	COR 400A	3
MTH 311	3	CSC 471 or IDS	3
Religion	3	CSE 492 (2)	3
EAC	3	CSC Elective	3

CSC Elective	3	EAC	3
CHM 151	3		
CHM 151L	1		

Fifth Year

Syracuse University CE Masters program

(2) Taken at Syracuse University

Computer Science Minor

To graduate with a minor in computer science, a student must complete a program approved by the program director consisting of at least five computer science courses numbered 175 or higher. No course may be taken pass/fail.

Software Applications and Systems Development

Program Director: David Voorhees

This program's strength is in the liberal arts tradition - students receive broad exposure to other disciplines with a solid foundation in developing software applications and systems. A distinctive feature is a requirement to minor in another academic discipline. The SASD program combines the strengths of Le Moyne's computer science and information systems programs in a complementary way while adhering to the latest curriculum guidelines for software engineering.

The software applications and systems development (SASD) program combines software programming and software design from the computer science (CS) program with business analysis and project planning from the information systems (IS) program. A significant difference between the SASD and CS programs are in the mathematics requirements. The SASD program requires a student to take either Mathematics for Business Majors or Brief Calculus while the CS program requires a student to take Calculus I. There are two significant differences between the SASD and IS programs. First, the SASD program requires a student to earn a minor in any academic discipline while the IS program requires a student to take the Business core courses. Second, the SASD program requires a student to complete a sequence of programming courses while the IS program includes programming courses as an elective.

B.S. Software Applications and Systems Development

Core Requirements	Hours
COR 100 First Year Seminar	3
WRT 101 Critical Writing	3
PHL 110 Introduction to Philosophy	3
HST 110 - HST 111 World Civilization	6
ENG 210 Major Authors	3

PHL 210 Moral Philosophy	3	CSC or MIS elective	3
Theology	3	MIS 201 Intro Mgmt Info Systems	3
EAC Encountering Another Culture/Language	6	MIS 375 Applied Systems Analysis	3
ENG 310 Literature and Culture	3	MIS 460 Managing Systems Projects	3
Mathematics	3	MIS 480 Database Management Systems	3
Social Science	3	MIS 499 Independ Study in Info Systems (Honors) or CSC 496 Senior Software Engineering Project	3
Natural Science	3		
IDS Interdisciplinary Studies*	3		
Religion	3		
COR 400 Transformations	3		
Visual & Performing Arts*	1		
Diversity*	0		

Major Support	Hours
MTH 120 Mathematics for Business Majors	3
CSC 281 Discrete Mathematics	3
Foreign Language (intermediate or advanced level recommended)	6
Minor in another discipline	15-21

NOTE: Some Core requirements may be fulfilled by major requirements.
 * See core section for more information. Because there have been substantial changes to the core curriculum, the above requirements may not apply to all students; for students who entered Le Moyne College prior to Fall 2013, be sure to consult with your advisor for appropriate course selection(s).

Major Requirements	Hours
CSC 175 Introduction to Algorithms and Program Design	4
CSC 176 Object Oriented Programming	3
CSC 275 Data Structures and Algorithms	3
CSC 276 Object-Oriented Software Design	3
CSC 346 Software Operating Environments	3
CSC 375 Design and Analysis of Algorithms	3
CSC or MIS elective	3
MIS 201 Intro Mgmt Info Systems	3
MIS 375 Applied Systems Analysis	3
MIS 460 Managing Systems Projects	3
MIS 480 Database Management Systems	3
MIS 499 Independ Study in Info Systems (Honors) or CSC 496 Senior Software Engineering Project	3
Major Support	Hours
MTH 120 Mathematics for Business Majors	3
CSC 281 Discrete Mathematics	3
Foreign Language (intermediate or advanced level recommended)	6
Natural science lab-based sequence	8
Minor in another discipline	15-21

Typical Program for **B.S. Software Applications and Systems Development**

First Semester	Hours	Second Semester	Hours
Freshman Year			
CSC 175	4	CSC 176	3
MIS 201	3	Elective	3
WRT 101	3	Elective	3
MTH 120/ MTH 122	3	PHL 110	3
COR 100	3	HST 111	3
Sophomore Year			
CSC 275	3	CSC 276 or CSC 346	3
MIS 375	3	EAC	3
EAC	3	Social Science	3
HST 110	3	PHL 210	3
CSC 281	3	ENG 210	3
Junior Year			
MIS 460	3	CSC 346 or CSC 276	3
CSC/MIS elective	3	MIS 480	3
Elective	3	Elective	3
CSC 375	3	Elective	3
Theology	3	ENG 310	3
Senior Year			
MIS 499 or CSC 496	3	Elective	3
Natural Science	4	Natural Science	4
Elective	3	Elective	3
IDS	3	COR 400A	3
VPA	3	Religion	3

B.A. Software Applications and Systems Development

Major Requirements	Hours
CSC 175 Introduction to Algorithms and Program Design	4
CSC 176 Object Oriented Programming	3
CSC 275 Data Structures and Algorithms	3
CSC 276 Object-Oriented Software Design	3
CSC 346 Software Operating Environments	3

Typical Program for **B.A. Software Applications and Systems Development**

<i>First Semester</i>	<i>Hours</i>	<i>Second Semester</i>	<i>Hours</i>
Freshman Year			
CSC 175	4	CSC 176	3
MIS 201	3	Elective	3
MTH 120 or MTH 122	3	Elective	3
WRT 101	3	PHL 110	3
COR 100	3	HST 111	3
Sophomore Year			
CSC 275	3	CSC 276 or CSC 346	3
MIS 375	3	Social Science	3
EAC	3	EAC	3
CSC 281	3	PHL 210	3
HST 110	3	ENG 210	3
Junior Year			
MIS 460	3	CSC 276 or CSC 346	3
CSC or MIS elective	3	MIS 480	3
Elective	3	Elective	3
Natural Science	3	Elective	3
Theology	3	ENG 310	3
Senior Year			
MIS 499 or CSC 496	3	Elective	3
CSC Elective	3	Elective	3
Elective	3	Elective	3
IDS	3	COR 400A	3
VPA	1	Religion	3

Courses

CSC 151. Intro Information Processing (3).

An overview of past, present and future computing and its applications in the business setting. Topics include a brief history of modern computers and computer languages, an introduction to the hardware components of computer systems and their functions, information storage and organization, data communications and networks, and system and application software. Special features of microcomputer hardware and software will be considered. The course will include introductory concepts and applications of electronic spreadsheets, with practical experience in using standard spreadsheet software. No prerequisites.

CSC 175 (MIS 175). Introduction to Algorithms and Program Design (4).

This course introduces students to programming with an emphasis on computational problem-solving. Topics include program design and testing strategies, programming language syntax and semantics, scalar data types and an introduction to data structures, control structures, iteration, recursion, file input/output, exceptions as well as an introduction to algorithm analysis. Students will use a high-level

programming language to develop programs and reinforce their understanding of topics.

CSC 175L (MIS 175L). Lab (0).

CSC 176. Object Oriented Programming (3).

This course continues the study of program development introduced in CSC 175. Topics include intermediate program design, object oriented programming (objects, types, inheritance, and polymorphism), basic data structures such as arrays and strings, and event-driven programming using a graphical user interface (GUI). Students will use a high-level programming language to complete several intermediate sized programming projects to reinforce concepts. Prerequisites: CSC 171 or CSC 175.

CSC 181. Bits, Nibbles, and Bytes (3).

This course provides an introduction to computer hardware with an emphasis on architecture and low-level programming. Topics include Boolean logic, design of combinational and sequential circuits, design of computer hardware components such as the CPU, machine level representation of data, and basic machine architecture. Assembly language is used to provide a programming experience where the code directly manipulates the CPU and memory.

CSC 203 (MIS 326). COBOL Programming (3).

This course is a study of the COBOL programming language, with application of its features for table handling, sorting, sequential and random access file handling and modular programming. Prerequisite: prior experience with a high-level programming language.

CSC 241. Transition to Java (1).

This course leverages a students' existing programming language knowledge to learn the Java programming language. The programming language (PL) used in CSC 171 and CSC 172 is used to connect a students' existing PL knowledge to learning Java. After discussing the similarities and differences in syntax and semantics, emphasis is on having students learn how to use the Java API and its web-based documentation, the Java data structures and how they relate to the data structures covered in CSC 172, and the Java user interface.

CSC 252 (MIS 385/MIS 785). Developing Decision Support Applications With Visual Basic (3).

This class covers the basics of structured programming using Visual Basic to develop decision support systems or management science applications. The theory and practice of structured programming, logic, systems development are covered in a series of iterative hands-on assignments, which are designed based on practical decision support systems or management science applications. Students can expect to learn how to create and program advanced Excel applications or other equivalent applications. A term project involving the development and documentation of a Visual basic program is required. Prerequisite: MIS 201, MIS 501, or permission of the instructor.

CSC 253 (MIS 325). Programming With Java (3).

Java is a highly portable object-oriented programming language suitable for developing both Internet and stand alone applications. Its integrated support for threads also makes it suitable for developing concurrent and distributed applications. This course covers the specifics of writing programs in Java, as well as some basics of object-oriented design and programming. It will also touch on graphical user interfaces and threads, with additional topics as time permits. Students will apply the learned concepts to develop business computer applications using the Java programming language, and to enhance the quality of the applications, such as program readability, style, testing and documentation. Prerequisites: MIS 201 or permission of the instructor.

CSC 275. Data Structures and Algorithms (3).

This course studies data structures and algorithm analysis. Topics include data structures such as list, trees, stacks, queues, heaps, hash tables and graphs, and algorithms for searching and sorting, and simple graph algorithms. Students will also learn how to formally analyze algorithms. The emphasis will be on applying data structures to design and implement efficient algorithms. Students will use a high-level programming language to complete several intermediate sized programming projects to reinforce concepts. Prerequisites: CSC 176. Co-requisites: CSC 281.

CSC 276. Object-Oriented Software Design (3).

This course deals with the general topic of object-oriented software design. Design strategies (e.g., compositional) and concepts (e.g., functional independence) are discussed in the context of a software design model that contains four elements- architecture, data, interfaces, and components. Different object-oriented software design techniques (e.g., UML), software design metrics (e.g., coupling), and software quality assurance techniques (e.g., review) are discussed and applied to software designs. The course will also introduce human-computer interaction, information models and database systems. Each student will produce small and medium-sized design models and will produce one medium-sized design model and a prototype implementation. Prerequisite: CSC 176 or permission of the program director.

CSC 281 (MTH 260). Discrete Mathematics (3).

This course covers the fundamental mathematical principles relevant to computer science, applied mathematics, and engineering. Topics included are functions, relations, sets, propositional logic, predicate logic, proof techniques, (with an emphasis on mathematical induction), basics of counting, and discrete probability. Corequisite: CSC 275 (for CS majors). No co-requisite for non-CS majors.

CSC 346. Software Operating Environments (3).

This course covers operating system principles and design, and focuses on process management, memory management, and device and file management. Performance considerations, including both resource

usage and speed, are emphasized. Students will develop design models that describe the functional components of operating systems, and will develop/modify software that simulates selected components of an operating system. (Offered every other spring.)

CSC 355. Programming Languages & Paradigms (3).

This course introduces the theory of programming languages and at least two computing paradigms-functional and logic. Theory topics include syntax, semantics, type systems, program representation, language translation and execution, and memory management. At least one functional and one logic language will be covered, giving students hands-on experience using these paradigms. Choice of programming language and its impact on security will also be discussed. Prerequisite: CSC 176.

CSC 361. Cybersecurity for Future Presidents (3).

Future Presidents will need to understand the science, technology, and human considerations behind cyber security well enough to make informed decisions when provided advice and options for action. By adopting the perspective of training future Presidents, this course aims to help all students (whether or not they later seek leadership positions in government or industry) to understand cyber security, privacy, and intellectual property issues from technical and social perspectives. It assumes a basic familiarity with computers including use of modern desktop, mobile and web-based platforms. It is designed for students who have an interest in thinking critically about how technology and cyber security may affect individuals, group, and organizations in 20-30 years. Government by the people dependson a citizenry that understands the issues their leaders must address. This course will provide students the tools to understand and evaluate the actions of future leaders in the area of cyber security.

CSC 375. Design and Analysis of Algorithms (3).

This course covers at least four major algorithm design techniques: greedy, divide-and-conquer, dynamic programming and network flow algorithms while emphasizing techniques for analyzing algorithms. Designing and analyzing algorithms for parallel machines will also be discussed. Additional topics include computational complexity focusing on NP-completeness, and some algorithmic techniques for dealing with intractable problems including approximation algorithms and local search. Prerequisites: CSC 275 and CSC 281.

CSC 376. Software Engineering (3).

This course introduces techniques for specifying, designing, and building reliable software systems. Topics include requirements gathering and analysis, software design and construction processes, testing and software reliability issues, and software evolution. Additional topics covered include professionalism, project management, and a variety of tools and environments for software engineering. Students will participate in a team to develop a small software application. Prerequisites: CSC 276 or permission of the instructor.

CSC 385. Consulting (1).

This course is a program of informal instruction in the total environment of the College's academic computer system hardware, operating system, system utilities, compilers, run-time systems, software packages and in the application of the student's consequent knowledge to assisting other students, as well as faculty members, in their use of this computer system. To be taken on a pass/fail basis only. Prerequisites: sophomore standing and permission of the department chair.

CSC 390. Independent Study (3).

A student who wishes to pursue an independent study project for academic credit must submit, prior to registration, a proposed plan of study that includes the topic to be studied and goal to be achieved, the methodology to be followed, schedule of supervision, end product, evaluation procedure and number of credits sought. The proposal must be approved by the supervising faculty member, the department chair and the academic dean. The proposal will be kept on file in the academic dean's office.

CSC 411. Introduction of Artificial Intelligence (3).

This course introduces the concepts and uses of artificial intelligence. Topics include heuristic search techniques, branch and bound, game-playing, neural nets, knowledge representation, logic and deduction, planning and an introduction to machine learning. Prerequisites: CSC 275.

CSC 441. Secure Software Development in Mobile And Cloud Environments (3).

This course introduces secured software development in two environments - mobile and cloud - with an emphasis on design, construction and testing. The course will also reinforce human-computer interaction, information models and database systems. Each student will produce design models and at least one prototype implementation. Prerequisites: CSC 275.

CSC 445. Networks and Secure Software Development (3).

This course covers net-centric computing by focusing on client-server computing and the Internet protocol stack. Existing application layer protocols (e.g., FTP, HTTP, and SMTP) and transport layer protocols (TCP, UDP) are used to discuss networking technologies and security implications for distributing software components on a network. Students will produce design models of distributed computing applications-with an emphasis on application layer protocols, security, and client-server architecture-and will construct prototype implementations for many of these designs. Students will also reinforce their understanding of information models and database systems, and be introduced to other models of distributed computing (e.g., peer-to-peer, distributed data). Prerequisites: CSC 275 or permission of the instructor.

CSC 460 (MIS 460/MGT 460/MIS 711/NSG 611). Managing Systems Project (3).

This course focuses on introductory project management processes, technology and tools, utilizing the Project Management Institute's (PMI) Project Management Body of Knowledge (PMBOK) and the Software Engineering Institute's (SEI's) Capability Maturity Model Integration (CMMI) processes and nomenclature. Students examine the processes and theory of project management as well as industry case studies, and will utilize project management software in support of their management activities. Guest speakers and field research provide students with access and information from industry and academia. Students are engaged in a semester-long project. Initially, they are required to identify the project scope and team charter for their project; subsequent assignments require them to prepare a business case, work breakdown structure, cost estimate, and final project documentation for their project. Students document their projects as described above, and present the results of their analysis and management activities to their peers and the Project Management Advisory Board.

CSC 471. Models of Computation (3).

While most computer science courses discuss problems which are able to be solved by computers, this course will look at both the capabilities and the limitations of computers. We start by analyzing simple models of computation, including finite state automata, and push down automata, and build up to Turing machines, which are powerful enough to model modern computers including multicore parallel machines. The course explores where the boundary lies between what is possible and impossible to compute on each model to draw conclusions about the nature of computation. Prerequisites: CSC 275.

CSC 480 (MIS 480). Database Management Systems (3).

This course provides an overview of the concepts and principles of database management systems, blending technical with managerial topics. Students will study the principles of database structures, the database development process, entity-relationship and object-oriented database models, logical and physical database designs, SQL, as well as distributed and object-oriented databases. Students will also examine data warehouses, as well as the challenges of global electronic data management, electronic commerce and ethical issues associated with the increasing integration and complexity of large-scale data sets. Students will complete a database design project during the semester. Prerequisites: CSC 275 or permission of the instructor.

CSC 481. Database Theory (1).

This course introduces students to the theory behind database technologies. Student's knowledge of SQL will be used to discuss relational algebra, relational calculus, normalization, and functional dependencies. Indexing structures(e.g., b-tree, hashing) and their associated performance characteristics and transaction processing (i.e., commits and concurrency issues) will also be discussed. A student must concurrently take CSC 480(MIS 480).

CSC 481-489. Special Topics in Computer Science (3).

Courses in this series offer an in-depth exploration of specific issues within computer science, as well as topics of current interest to instructors or students. Prerequisite: Junior or senior standing or permission of the instructor.

CSC 490. Internship in Computer Science (1-6).

Participation in a field learning experience in some area of computer science. The student intern reports as required to a supervising faculty member, who will evaluate the internship and its relationship to the student's academic program. Prerequisites: a minimum of four computer science courses; junior or senior standing; and approval of the department. May be taken pass/fail only.

CSC 495. Senior Research Project (3).

This course, exclusively for senior computer science majors, involves the completion and presentation of a research project in a computer science topic of interest to the student. This research is typically done by students individually and results in a paper, presentation materials, and optionally a prototype implementation. Prerequisite: Senior status, computer science major or permission of the program director.

CSC 496. Senior Software Engineering Project (3).

This course, exclusively for senior computer science majors, involves the completion and presentation of a software engineering project while working in a team environment. This software engineering project is typically done with a team of students and results in software engineering artifacts, presentation materials, and a prototype implementation. Prerequisites: Senior status, computer science major or permission of the program director.

MTH 007. Intermediate Algebra (0).

A non-credit, pre-college course in intermediate algebra stressing graphing and equation solving, algebraic manipulation, laws of exponents functions, and logarithms.

MTH 090. Precalculus ().

A non-credit, pre-college course in algebra and trigonometry, covering functions (including exponential, logarithmic and trigonometric functions), analytic trigonometry, linear algebra (including system of equations, matrices, and determinants) and analytic geometry. Prerequisite: Three years of high school mathematics. This course does not satisfy the core mathematics requirement.

MTH 102. Mathematics for Educators (3).

A problem-solving oriented course for prospective elementary school teachers. Topics will include some of the following: properties of number systems, place value and scales of notation, elementary number theory, geometry and measurement, statistics probability. Open only to students in the Elementary Education program. Prerequisite: Three units of high-school mathematics or MTH 007. Offered each Fall.

MTH 103. Elections, Voting and Mathematics (3).

This course focuses on three main topics relating math and politics. Polling is a tool ubiquitous in politics. We will determine what makes a good poll, and how much information one can actually infer from a poll. From there we will study the many, and sometimes apparently contradictory, statistical claims made by candidates, ads, and pundits in order to advance their positions. By using mathematical reasoning we will determine what truth lies behind these claims. Finally, we will look at voting to see how much your vote actually counts. We will also compare our (US) voting systems to others around the world, and try to understand what makes a voting system "fair."

MTH 104. Mathematics for Decision Making (3).

We all need to make decisions. As citizens, we need to sift through the mountain of (often misleading) data that is constantly being thrown our way by advertisers, the media, politicians, etc. As professionals, we may need to make decisions using data from such diverse areas as economics, social policy, health care, the military, or the environment. In any role, we need to know how data can be turned into useful information. This course covers mathematics used to analyze data in order to make good, informed decisions. Major topics include informal logic, data interpretations, basic probability, introductory statistics, and economics.

MTH 110. Introduction to Statistics I (no Computer Lab) (3).

A data-oriented, applied introduction to statistics. Topics include descriptive statistics, data distributions, random sampling, relationships, confidence intervals and hypothesis testing. Statistical software will be used throughout this course. Prerequisite: Three years of regents- level mathematics. Students may not take both MTH 110 and MTH 111.

MTH 111. Introduction to Statistics I (with Computer Lab) (4).

A data oriented, applied introduction to statistics; includes a two hour per week computer lab. Topics include descriptive statistics, data distributions, random sampling, relationships, confidence intervals and hypothesis testing. Statistical software will be used throughout this course. Prerequisite: Three years of Regents-level mathematics. Students may not take both MTH 110 and MTH 111.

MTH 112. Introduction to Statistics II (3).

This course is a continuation of MTH 110 and MTH 111. Further methods of statistics and their use in life will be covered. It includes: inference for one and two population means, inference for two proportions and two variances, inference for simple and multiple regression, categorical data analysis, analysis of variance, nonparametric tests and logistic regression. A statistical program will be used throughout this course. Prerequisites: MTH 110,111 or equivalent.

MTH 120. Mathematics for Business Majors (3).

This course includes the following topics: exponential functions and models, mathematics of finance, linear systems and matrices, linear programming, derivatives. There is particular emphasis on applied problems. Prerequisite: three units of high-school mathematics or MTH 007. Students may not take both MTH 120 and MTH 123.

MTH 122. Brief Calculus (3).

Elementary functions, exponential and logarithmic functions, continuity, derivatives, max-min methods and applications. Primarily for students in economics and accounting. Prerequisite: three units of high-school mathematics including intermediate algebra.

MTH 123. Mathematics for Act Majors (3).

An introduction to various contemporary applications of mathematics drawn from the following topics: linear algebra, combinatorics, graph theory, probability, modern algebra. The emphasis is on the interplay between theory and application in mathematics. Prerequisite: Four years of high school mathematics. Students may not take both MTH 120 and MTH 123.

MTH 130. Precalculus (3).

Functions. Exponential and logarithmic functions. Trigonometry. Analytic trigonometry. System of equations. Matrices and determinants. Analytic geometry. Prerequisites: Three years of high school mathematics.

MTH 145. Calculus I (4).

A study of differential and integral calculus of one variable and applications. Prerequisite: four units of high-school mathematics or permission of the department chair.

MTH 146. Calculus II (4).

A study of differential and integral calculus of one and several variables and applications. Differential equations and their solutions. Prerequisite: Grade of C- or better in MTH 145 or permission of the department chair.

MTH 245. Calculus III (4).

Multi-variate calculus with vectors. Line integrals and Green's theorem. Prerequisite: A grade of C- or better in MTH 146 or permission of the department chair.

MTH 260 (CSC 281). Discrete Mathematics (3).

This course covers the fundamental mathematical principles relevant to computer science, applied mathematics, and engineering. Topics included are functions, relations, sets, propositional logic, predicate logic, proof techniques, mathematical induction and recursion, graphs, trees, and probability. Prerequisite: Grade of C- or better in MTH 145, or permission of the department chair.

MTH 261. Linear Algebra (3).

Systems of linear equations, matrix algebra, vectors and vector spaces, linear transformations, inner product spaces, determinants, characteristic values and vectors. Prerequisites: MTH 145, MTH 146 (grade of C- or better), or permission of the department chair. (Offered each Fall) Students will not be able to get credit for both MTH 261 and MTH 304.

MTH 303. Differential Equations and Mathematical Modeling (3).

Differential equations play a vital role in modeling nearly every physical, chemical, and biological process. Understanding how to create and interpret mathematical models, as well as how to solve and characterize solutions of differential equations, is of fundamental importance to applied mathematics, contemporary science, and engineering. This course provides a first introduction to this ubiquitous field of analysis with a heavy emphasis on the development, refinement, and interpretation of mathematical models using differential equations. The first portion of the course examines the various analytical, qualitative and numerical techniques available for analyzing the solutions of linear and nonlinear first-order differential equations (topics include separable equations, linear equations, transformation of variables, series methods, integral transforms, slope fields, equilibria, Euler's Method, and bifurcations). The second portion of the course focuses on techniques for studying systems of first-order differential equations (topics include direction fields, phase planes, Euler's Method for systems, homogeneous and nonhomogeneous linear systems, and the linearization of nonlinear systems). Prerequisite: MTH 146 (grade of C- or better) or permission of the department chair. Students will not be able to get credit for both MTH 303 and MTH 304.

MTH 304. Differential Equations for Scientists And Engineers (4).

Primarily intended for physics and pre-engineering majors, this course integrates the study of linear algebra and differential equations with substantial emphasis placed on understanding the deep connections between these foundational fields of study. Linear algebra topics covered in this course include Gauss-Jordan elimination, matrix algebra, inverse matrices, determinants, eigenvalues/eigenvectors, linear transformations, vector spaces, linear independence, span, basis and dimension. Differential equations topics covered in this course include separable equations, linear equations, transformation of variables, series methods, integral transforms, slope fields, Euler's Method, homogeneous and non-homogeneous linear systems, and basic solution techniques for solving partial differential equations. Prerequisites: Grade of C- or better in MTH 245. Students will not be able to get credit for both MTH 261 and MTH 304, or for both MTH 303 and MTH 304.

MTH 306. Topics in Number Theory (3).

Elementary properties of integers, divisibility and related concepts, methods of representing integers, functions of number theory, simple diophantine equations, special sequences and series. Prerequisite: Grade of C- or better in MTH 260 or MTH 261 or permission of the department chair. Offered every other fall.

MTH 307. Combinatorial Mathematics and Graph Theory (3).

Some classical puzzles of recreational mathematics; enumeration techniques; combinatorial designs; graph theory and network flows. Prerequisite: Grade of C- or better in either MTH 260 or MTH 261, or permission of the department chair.

MTH 311. Introduction to Probability Theory (3).

Basic probability theory, combinatorial analysis, independence and dependence. Discrete and continuous distributions, random variables, random vectors, multivariate distributions. Expectations and moment generating functions. Binomial, normal, Poisson and related distributions. Sums and sequences of random variables. Central limit theorem. Prerequisites: Grade of C- or better in MTH 245 or permission of the department chair. (Offered each fall.)

MTH 312. Mathematical Statistics (3).

Distributions related to the normal. Estimation: consistency, unbiasedness, mean square error, sufficiency, method of moments, maximum likelihood estimates, confidence limits and intervals. Bayesian intervals. Tests of hypotheses: tests of simple hypotheses, Neyman-Pearson lemma, Bayes procedures, composite hypotheses, generalized likelihood ratio tests. Non-parametric procedures. Simple linear regression. Prerequisite: MTH 311. (Offered every other spring.)

MTH 313. Applied Statistics (3).

Review of statistical methods. Simple and multiple linear regression. Regression diagnostics. Time series models. Moving average, autoregressive and ARIMA models. Forecasting with regression and time series models. Prerequisites: MTH 311. (Offered every other spring.)

MTH 314. Actuarial Probability (1).

This is a course designed to prepare students to pass the actuary exam P. This course covers actuarial applications of set theory, combinatorial probability, Bayes theorem, probability density functions, joint probability functions, and marginal and conditional probability. It also introduces several advanced topics, including transformations, order statistics, and a number of named distributions not covered in Math 311. Prerequisites: C- or better in MTH 311.

MTH 332. Real Analysis (4).

An introduction to techniques of mathematical proof, with emphasis on the recognition and evaluation of problem structures common to all areas of mathematics. Application of these techniques to a detailed description of the Real Number system. Examination of the algebraic, set-theoretic and topological structures of the Real Number system (completeness, compactness, connectedness) and real sequences. Prerequisites: Grades of C- or better in MTH 245, or permission of the department chair. (Offered each spring.)

MTH 341. Abstract Algebra (3).

Introduction to group theory. Cyclic, Abelian, symmetric and product groups. Subgroups, equivalence relations, homomorphisms.

Prerequisite: Grade of C- or better in MTH 261 or permission of the department chair. (Offered each fall.)

MTH 361. Modern Geometry (3).

Topics from the foundations of geometry, non-Euclidean geometry, transformation theory, dissection theory, convexity. Prerequisite: Grade of C- or better in MTH 261 or permission of the department chair. (Offered every spring.)

MTH 370. Intermediate Problem Solving (3).

A working introduction to general heuristic reasoning (including specialization, generalization, analogy and induction) useful in solving mathematical problems. Prerequisite: Grade of C- or better in MTH 245 or permission of the department chair. (Offered every spring.)

MTH 390. Independent Study (1-3).

A student who wishes to pursue an independent study project for academic credit must submit, prior to registration, a proposed plan of study that includes the topic to be studied and goal to be achieved, the methodology to be followed, schedule of supervision, end product, evaluation procedure and number of credits sought. The proposal must be approved by the supervising faculty member, the department chair and the dean of arts and sciences.

MTH 421. Numerical Methods (3).

The development of algorithms for and error analysis of: solutions of equations, interpolation and approximation, numerical differentiation and integration, numerical solutions of differential equations. Prerequisites: Grade of C- or better in MTH 245 and MTH 261 or permission of the department chair. Also, knowledge of a high level programming language. (Offered every other fall.)

MTH 431. Introduction to Complex Analysis (3).

The complex number system. Differentiability and the Cauchy-Riemann conditions. The exponential, trigonometric and logarithm functions. Complex integration; the Cauchy integral theorem and its implications. Consequences of the Cauchy integral formula. Taylor and Laurent series, singularities. Prerequisite: Grade of C- or better in MTH 245, or permission of the department chair.

MTH 470-479. Topics in Mathematics (3).

These courses will vary in content and will be offered irregularly depending on student interest and faculty availability.

MTH 481. Topology (3).

Topological spaces; separation and countability properties. Mappings and continuity. Compactness and connectedness of various types. Product and quotient spaces. Prerequisite: MTH 332 or permission of the department chair.

MTH 490. Internship (1-6).

A limited number of internships are available to students to provide them with practical experience in the applications of mathematics

in business. Prerequisites: Senior standing in mathematics and prior consultation with department chair.

theory; etc.), professional studies (in law, medicine or the ministry), and other career studies (in civil rights, ecology, etc.).

MTH 494. Preparation for Mathematical Research (1).

This course is designed solely for Mathematics majors with an aim of making students understand, annotate and communicate (both verbally and in written form) the contents of a mathematical/statistical article. Also discussed will be the basics of the scientific document preparation system LaTeX.

MTH 495. Senior Research Project (3).

This course, exclusively for senior mathematics majors, involves the completion and presentation of a research project in the student's area of concentration. Prior to registration for the course, a student must submit a proposal and have it approved by the department chair. Students may work in teams of two or three on projects; however, team projects will require commensurably greater scope than individual projects.

MTH 496-499. Research (3).

An upper-class student who wishes to undertake a research project for academic credit during a given semester must submit a research proposal prior to registration and a research report at the end of the semester. The proposal, indicating the number of credits sought, must be approved by the research director, the department chair and the academic dean. It will be kept on file in the deans' office.

Core Program

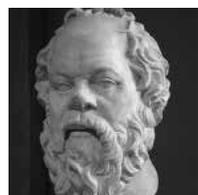
The core program of study in philosophy serves majors and non-majors alike, since questions proper to philosophy are common to everyone and should be thematically studied by every liberally educated person. The core program is intended to clarify philosophic questions about human life and reality generally and to help students develop a philosophic understanding of their world and a method for enlarging that understanding in the future. See core curriculum at the beginning of the Undergraduate Programs section for regulations concerning sequence of core courses.

Philosophy Major

The philosophy curriculum for majors emphasizes the relevance of philosophy both to contemporary life and to personal development. Enriched by an understanding of the history of philosophy and in community with other majors, each student is encouraged to develop a course of study that speaks to his or her own concerns. Students with interdisciplinary interests may pursue a philosophy major with a concentration in an allied field, e.g. Legal Studies, Theater, etc. A student who majors in philosophy must take

- The requirements of the core
- A course in logic (PHL 310, 311 or 312)
- Three courses in the history of philosophy (PHL 320, 321 and 322)
- Three semesters of the one-credit Philosophy Colloquium (PHL 376-379)*
- Six philosophy electives

** An additional philosophy elective may be substituted for the three credits of Philosophy Colloquium when the latter is not offered*



Philosophy

Chair: C. Tabor Fisher

Professor(s): Karmen MacKendrick, Mario Saenz, Jonathan Schonsheck, Ludger Viefhues-Bailey

Associate Professor(s): Steven Affeldt, William Day, Michael Kagan, Irene Liu

Assistant Professor(s): Cavin Robinson, Eugene B. Young

Adjunct(s): Richard Cocks, Ryan Hubbard, Alex Krantz, Max Malikow, Charles F. Maxfield, Margaret A. Murphy Giordano, Jeremy Pierce

The aim of the study of philosophy at Le Moyne is to orient students in the development of critical and speculative thought, under conditions of intellectual and affective freedom, and with a sense of openness towards alternative visions of life-experience. The study of philosophy at Le Moyne is pluralistic in approach. As such, it allows majors and non-majors alike to focus on those philosophical themes that best respond to their individual concerns and vocational aspirations. These include graduate study in philosophy or related disciplines (e.g., religious studies; women's studies; critical, literary and film

Philosophy Major

Core Requirements	Hours
COR 100 First Year Seminar	3
WRT 101 Critical Writing	3
PHL 110 Introduction to Philosophy	3
HST 110 - HST 111 World Civilization	6
ENG 210 Major Authors	3
PHL 210 Moral Philosophy	3
Theology	3
EAC Encountering Another Culture/Language	6
ENG 310 Literature and Culture	3
Mathematics	3
Social Science	3
Natural Science	3
IDS Interdisciplinary Studies*	3

Religion	3
COR 400 Transformations	3
Visual & Performing Arts*	1
Diversity*	0

NOTE: Some Core requirements may be fulfilled by major requirements.

* See core section for more information. Because there have been substantial changes to the core curriculum, the above requirements may not apply to all students; for students who entered Le Moyne College prior to Fall 2013, be sure to consult with your advisor for appropriate course selection(s).

Major Requirements **Hours**

History of Philosophy

PHL 320 Ancient and Medieval Philosophy	
PHL 321 Descartes to Kant	
PHL 322 Kant Through Contemporary Thought	
Logic (PHL 310, PHL 311 or PHL 312)	3
Major Electives	18
Philosophy Colloquium PHL 376-379 (three semesters) or philosophy elective	3

Major Support **Hours**

Foreign Language*	6
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Electives **Hours**

Non-major Electives	12
Free Electives	24

* Intermediate level in a foreign language is required for a major in philosophy. For those students who require the introductory courses, 12 hours will be necessary to achieve this level.

Typical Program for **Philosophy Major**

First Semester **Hours** **Second Semester** **Hours**

Freshman Year

EAC	3	EAC	3
Free Elective	3	Free Elective	3
COR 100	3	PHL 110	3
WRT 101	3	Mathematics	3
HST 110	3	HST 111	3

Sophomore Year

Natural Science	3	PHL Elective	3
PHL 210	3	PHL 320	3
Free Elective	3	Non-Major Elective	3
ENG 210	3	Social Science	3
Theology	3	Free Elective	3

Junior Year

PHL 310	3	PHL Elective	3
PHL 321	3	PHL 322	3
Free Elective	3	Free Elective	3
Non-Major Elective	3	Non-Major Elective	3
ENG 310	3	PHL 376	1
		IDS	3

Senior Year

PHL Elective	3	PHL Elective	3
PHL Elective	3	PHL Elective	3
Free Elective	3	Free Elective	3
Non-Major Elective	3	COR 400A	3
Religion	3	PHL 378	1
PHL 377	1		

Philosophy Minor

A student wishing to minor in philosophy must complete five courses in philosophy, at least two of which must be philosophy electives (PHL 310-399). Beyond PHL 110 and 210, a student may count one additional core course that is cross-listed with Philosophy toward the minor. All philosophy electives except PHL 490-499 are open to non-majors. Most electives in philosophy may be taken as soon as PHL 110, PHL 210 or an equivalent course has been completed.

Courses

PHL 100. What Is Philosophy? (1).

What is philosophy? The word "philosophy" means the love of wisdom. But what is the love of wisdom? Philosophy, far from being anti-religious or belonging to any single political outlook, is found in every world religion and in every political outlook. Everywhere, at every time, people search for wisdom and care about questions of truth, goodness or meaning. In this course, we study some of the most basic questions of philosophy, reading classic or good extracts of written philosophy, and exploring some of our own writing, too. (This course, offered during the summer, is open only to West Genesee High School students through their Renaissance Program for pass/fail credit.)

PHL 101 (PHL 110). Phil Foundations of Western (3).

This course explores the nature of philosophical inquiry through a consideration of the writings of major figures in the history of Western thought up to 1650. Philosophers to be considered will include Plato, Aristotle, Aquinas and Descartes. Some effort will be made to reflect on the world views these philosophers represent, the cultural assumptions and values (e.g., ethnocentrism, gender and racial biases) operative in these world views and the effects of these assumptions on philosophical thinking.

PHL 110 (PHL 101). Introduction to Philosophy (3).

As a writing instructional course, this course introduces students to the practice of philosophy and to some of the central questions, modes of inquiry, and forms of analysis and argumentation that distinguish philosophy from other ways of understanding ourselves and our world. Organized around the themes of "the human condition" and "the examined life", the course engages students in reflective dialogue about central concepts that define the human condition (e.g., knowledge and

understanding, beauty and value, justice and community, transcendence and the divine, etc.). By linking rigorous analysis with engaged reflection on the concrete task of living an examined life, PHL 110 exemplifies the core value of Le Moyne's Jesuit educational mission of educating both the hearts and minds of our students. Prerequisite: WRT 101 or permission of the department chair.

PHL 201. Phil Perspectives on the Human (3).

This course examines a variety of interpretations of the human situation, drawn from the following categories: (1) the Western intellectual tradition since 1650; (2) contemporary thought; and (3) nonWestern thought (e.g., Eastern, African, Latin American). Issues pertaining to (a) gender and the human situation and (b) race and the human situation will also be considered.

PHL 210 (PHL 301/PHL 302/PHL 303). Moral Philosophy (3).

This course investigates the philosophical foundations of normative ethics in an effort to clarify the status of moral values in human life. Drawing upon classical as well as contemporary texts in moral theory, the course will consider issues such as: What does it mean to be a moral being or a moral agent? Are moral values grounded in human nature, the natural order, the divine? What are the methods and possible limits of reasoning about moral values? Is moral philosophy (merely) descriptive of the practices and values of various groups or can it be prescriptive; can it, that is, tell us what we ought to do? How might we understand the historical development of moral theory and the diversity of systems of value? How might conflicts between these systems of thought be understood, assessed, and/or resolved? Sections capped at 30. Prerequisite: PHL 110 or permission of the department chair.

PHL 301 (PHL 302/PHL 303/PHL 210). General Ethics (3).

This course investigates the nature and kinds of values that affect the quality of human life. It examines the basis of moral responsibility, the notions of good, right and ought, as well as the special characteristics of moral reasoning. Within the time available, specific types of conduct are examined as morally good or bad, in the light of the grounds of goodness discovered and the method of reasoning found appropriate to moral judgment. Prior to registration, faculty teaching sections of this course will publish an appropriate syllabus to help guide students in their choice of courses. Prerequisites: PHL 101, 201.

PHL 301-303. Ethics (3).

These courses investigate the philosophical foundations of normative ethics in an effort to clarify the status of moral values in human life. The topics considered in these courses include the study of moral concepts, the characteristics of moral reasoning and the nature of moral responsibility. Any one of these courses satisfies the third year core requirement in ethics.

PHL 302 (PHL 301/PHL 303/PHL 210). Issues in Ethics (3).

This course attempts to investigate the ethical dimension of the human condition by focusing on a specific set of ethical problems or by focusing on a particular perspective of special interest to those carrying on the investigation. This course might well include such issues as capital punishment, euthanasia and the quality of the environment. It might also study various questions and problems that arise when one considers issues of gender and race. Prior to registration, faculty teaching sections of this course will publish an appropriate syllabus to help guide students in their choice of courses. Prerequisites: PHL 101, 201.

PHL 303 (PHL 301/PHL 302/PHL 210). Great Traditions in Ethics (3).

This course aims at an understanding of the activity of making moral judgments or affirming one value or set of values over another. At issue are, typically, the meaning of the words spoken when people make ethical assertions, the possibility of justifying or proving the truth of such assertions and the implications of discovering situations in which the ethical dimension is problematic. Integral to this course is a study of these questions in the light of the great traditions of ethical thinking as they have come to light in the various wisdom literatures. Prior to registration, faculty teaching sections of this course will publish an appropriate syllabus to help guide students in their choice of courses. Prerequisites: PHL 101, 201.

PHL 310. Informal Logic (3).

An introduction to critical thinking, this course focuses on developing skills in evaluating and constructing arguments. Fallacy detection and analysis will be of central gender and culture on argument, both as product and as process, will also be stressed. (A,E)

PHL 311. Introduction to Formal Logic (3).

Students will have the opportunity of discovering and exploring the structure and interrelations of the various kinds of propositions that occur in deductive reasoning. Logic will be presented as applying to the actual world incidentally, but to possible types of order explicitly. Propositional logic, predicated logic, classes and relations will be part of its content. Quantified expressions will be studied. Some attention will also be given to the non-deductive processes of the scientific method and the analysis of probabilities. Throughout the course there will be a wide selection of problem-solving challenges. (E)

PHL 312. Symbolic Logic (3).

Building upon a foundation of an introductory course in logic, this course will examine the construction and comparison of axiomatic systems. It will study the propositional calculus that is developed in Principia Mathematica and the axioms and theorem of Boolean class calculus. Duals, paradoxes, multivalued logic and modal logic will be included in the content of this course. It will include opportunities for developing problem-solving skills. Prerequisite: PHL 217 or permission of the instructor. (E)

PHL 320. Ancient and Medieval Philosophy (3).

This course is an introduction to ancient and medieval philosophy.

The course covers a variety of topics, e.g. happiness, nature, knowledge, and God, through engagement with Plato, Aristotle, and other major philosophers of these periods. In addition to addressing philosophical topics of perennial interest, this course seeks to cultivate an appreciation of philosophical inquiry in its intellectual and historical context by considering developments such as the emergence of philosophy from traditional Greek wisdom, the challenge of the Sophists, the encounter between Greek philosophy and Christianity, etc.

PHL 321. Descartes to Kant (3).

This course examines, in historical context, the philosophical ideas ingredient to the emergence of the modern world. Attention will be paid to theories that undergird major developments of the early modern period, e.g. in science, politics religion, or art. Themes covered may include, for example, the increasing emphasis on epistemology (rationalism & empiricism) at the expense of metaphysics, the subjectivist birth of the modern idea of the self, and the modern transformation of approaches to moral and ethical questions. Texts will be drawn from (among others) works of Descartes, Locke, Hume, Rousseau and Kant.

PHL 322. Kant Through Contemporary Thought (3).

This course is a survey of Western philosophy from the nineteenth century until today. It begins with the rise of German idealism (Kant, Fichte, Schelling, Hegel) and its nineteenth century critics, for example, the "dialectics of suspicion" concerning the transcendental subject as elaborated by Marx, Kierkegaard, and Nietzsche, or the utilitarian tradition. Depending on student or faculty interest, the course may continue with a study of existentialism and phenomenology (for example, the analysis of lived experience and intersubjectivity), logical positivism and analytic philosophy (for example, the linguistic turn, or philosophical reflections on science and scientific method), and/or critical theory, poststructuralism and postmodernism (e.g., critiques of positivism and metanarratives, as well as the introduction of the relational subject).

PHL 324 (REL 383). Philosophies of Judaism (3).

An examination of a variety of Jewish philosophical tendencies as responses to fundamental crises and challenges. The course will focus on several paradigmatic philosophies of Judaism in terms of the following: (a) the human person (philosophical anthropology); (b) revelation and obligation; (c) theology; and (d) Jewish identity and existence. The influence and importance of gender and culture in the development of these philosophies will also be stressed. (D)

PHL 325 (PGS 335). Asian Philosophy (3).

An examination of the main philosophical traditions of India and the Far East: Hinduism, Buddhism, Taoism and Confucianism. This course will focus upon mysticism as a primary determinant of Eastern thought

and will seek to place these philosophies in their historical and cultural setting. (C,D)

PHL 326 (PGS 343/GWS 343). U.S. Latina Thought (3).

U.S. Third World women in general and Latinas in particular have raised important philosophical questions that have enriched philosophical and feminist considerations about the nature of the self, reality, knowledge and politics. This course will involve a close reading of a number of philosophical and literary texts by U.S. Latinas from a number of different social locations.

PHL 327. Phil in the United States (3).

This course examines the development of philosophical thought in the United States from the colonial period to the middle of the twentieth century. The main emphasis falls upon the rise of pragmatic philosophy, as exemplified in the writings of Charles Sanders Pierce, William James and John Dewey. Other traditions such as Puritanism and Transcendentalism are considered, along with readings dealing with race and gender issues. (B,C,D)

PHL 329. Freud and Philosophy (3).

An investigation of Freud's contributions to philosophy. The course will be divided between an intensive examination of texts from the founder of psychoanalysis (The Interpretation of Dreams, Beyond the Pleasure Principle, Moses and Monotheism, etc.) and readings of philosophical interpretations and evaluations of Freud. Topics covered may include the therapeutic claims of psychoanalysis, Freud and politics, psychoanalysis and the arts (literature, etc.) and psychoanalysis and feminist theory. (B,E)

PHL 340. Philosophy of Art (3).

Why do we call some things beautiful and others not? And why do we often disagree? Is "This is beautiful" never more than an opinion, or can it be true? If it can't be true, then are works of art meaningless? If they aren't meaningless, how do we know what they mean? This course will examine these and related questions through careful reading and discussion of classic and contemporary writings in the philosophy of art. Visual artists, musicians, dancers, actors, and creative writers should find it especially valuable, as will anyone who likes to think about art. Fulfills core Visual and Performing Arts requirement. (VPA)

PHL 341. Philosophy and Literature (3).

This course will explore the various literary and philosophical dimensions of the imagination in order to appreciate how poets, novelists and philosophers have interpreted the world we live in through the ages. Representative works from the English Renaissance to the present will be analyzed and discussed. (B)

PHL 342 (THR 342). Philosophy & the Theatre: Ancient Greek (3).

This course offers one a study of the intimate weave between the development of ancient Greek philosophy and that of ancient Greek theatre. Through careful analysis of both philosophic and theatrical

texts, one is afforded a richer and more sophisticated sense of the genealogical/conceptual/cultural interdependence of both genres of wisdom literature. Set within a phenomenological resurrection of the political and religious realities that nurtured to life such philosophical artistry, the study will walk through the great pillars of classical theatre, tragedians and comic playwrights both, as well as those of classical philosophy (Plato and Aristotle).

PHL 343. Phil & Theatre: Transition to Modernity (3).

A philosophical exploration into the nature of theatre, this course would attempt to elucidate the richly theatrical dimensions of daily life. A careful interweaving of selections from the theatre (both classical and modern) and selections from the philosophical literature, will afford students the opportunity to enhance their appreciation of the artistry of the theatre as well as the theatrical artistry of life. The thesis which underlies the study is that meaningful life requires the presense (in one's life) of the fictive (i.e., the theatrical). Central to the development of this thesis will be the philosophical theory of the "as if" of Hans Vaihinger. Fulfills core Visual and Performing Arts requirement. (VPA)

PHL 344. Art and Politics (3).

This course uses art manifestos and a variety of current works in both art and philosophy to examine and question the relation between art and politics. We will ask whether this relationship is necessary, desirable, or detrimental to art, or for that matter, politics. (A) Fulfills core Visual and Performing Arts requirement. (VPA)

PHL 345. Issues in Medical Ethics (3).

Using a practical, context-specific approach that is sensitive to the philosophical, scientific, social, legal and economic dimensions that shape and define the field of bioethics, this course is devoted to a detailed study of ethical issues debated in the health professions. Specific topics will vary, but may include some of the following: death and dying, the medicines, choices in reproduction, presymptomatic testing for genetic disease, AIDS and social justice, allocation of medical resources and access to health care. Open only to students in the Physician Assistant Program.

PHL 346. Ethics and the Nurse (3).

Using a practical, context-specific approach that is sensitive to the philosophical, scientific, social, legal and economic dimensions that shape and define the field of bioethics, this course is devoted to a detailed study of ethical issues in nursing. Specific topics will vary. Open only to students in the Bachelor's of Science in Nursing.

PHL 347 (CCM 408/CCM 508). Ethics & Health Professions (3).

This course examines the origins and use of ethical theories in the clinical, professional, organizational, and political-economic fields of action in health care. Specific issues presented in the context of case studies illuminate the several fields. These issues include assisted suicide, professional codes of ethics, the ethics of "cost-cutting," and justice with respect to care.

PHL 348. Social & Polit Phil:Historical (3).

This course investigates central issues in social and political philosophy from ancient times through the 19th century. Specific issues may vary, but will include some of the following: attempts to design the ideal state, attempts to provide a moral justification for the actions of states (the problem of power vs. authority), philosophical foundations of individual property rights, principles limiting the scope of legitimate governmental actions, principles of just revolution. (A,C)

PHL 349. Social & Pol Phil: Contemporary (3).

An examination of methodological and substantive issues in contemporary social and political philosophy. Methodological issues center around the question: "What sort(s) of arguments (if any) justify the existence of states?" Substantive issues center around the questions: "What state functions are morally permissible? Morally obligatory?" Some current social issues are examined in light of the theories discussed; e.g., moral limits (if any) on political dissent, income redistribution, covert non-compliance with laws. Prerequisite: PHL 301 or 302 or 303. (A,C)

PHL 350 (LGS 350). Philosophy of Law (3).

This is not a course in the study of law. It is a course designed to afford students who have an interest in the law (not necessarily professional) an opportunity to reflect on the philosophical presuppositions of the law and the philosophical problems that arise within the general domain of jurisprudence. Based on readings (historical and contemporary) written by both philosophers and jurists, the course typically addresses general theories of law, law and morality, judicial reasoning and crime and punishment. Students should expect to do a great deal of linguistic analysis as well as some case study. (A)

PHL 352. Critical Theory & Technological Society (3).

An examination of modernity, rationality and technological society through the lens of the twentieth century critical theory movement (also known as the Frankfurt School). Emphasis will be upon (a) critical theory's relation to Hegelian and Marxist theories, (b) its reflections on the rise of positivism and "scientism" in epistemology, and (c) the distinction between instrumental reason and communicative rationality. Figures studied may include Adorno, Horkheimer, Benjamin, Marcuse and Habermas. (A,B,C)

PHL 353 (PGS 353). Latin American Social Philosophy (3).

This course will study some of the major philosophical trends in Latin America in the light of both the search for cultural identity and the discovery of difference in the heart of sameness. Therefore, it will also consider those philosophies of social change which (a) provide a critique of hegemonic ideologies, (b) try to rediscover the submerged validity of pre-conquest and non-Western world views and (c) seek a dialogical integration of the diversity of voices in Latin America. (A,C)

PHL 354. Phil and the Social Sciences (3).

A critical examination of certain assumptions, methods and goals of the social sciences, particularly with reference to ways of observing, describing and explaining human behavior. Issues raised are whether the social sciences can be sciences; the meaning and possibility of "value-free" inquiry (the fact-value distinction); whether one can understand human activity without moral categories; the relation of the philosophical enterprise to that of the social sciences. These issues are studied as they present themselves in sociology, psychology, political science and anthropology. (A)

PHL 355 (GWS 321). The Anatomy of Cruelty (3).

Drawing on a combination of philosophical texts and other genres (e.g., novels, films, TV shows), this course seeks to provide students with an opportunity to study contemporary constructions of cruelty and criminal violence. We will probe the central images and tropes that permeate contemporary depictions of cruelty and criminal violence, with an eye to discerning the philosophical sources, the socio-political contexts, and the political uses of these representations. Particular attention will be paid to the structure of torture, the philosophy of emotion and cruelty, the paradoxes of cruelty, the Gothic imagination, and the impact of social hierarchies on contemporary constructions of cruelty and criminal violence. Prerequisites or corequisites: PHL 101, 201 or the permission of the instructor.

PHL 356 (GWS 316). Philosophy of the Body (3).

Examining both classical and contemporary texts, this course will present a variety of perspectives—metaphysical, phenomenological and cultural—on the body as a subject of philosophical exploration. Particular attention will be paid to the relationship between culture and body, contemporary attitudes toward the body and various dimensions of the experience of embodiment. Prerequisite: PHL 301 or 302 or 303. (A,B)

PHL 357 (GWS 323). The Social Production of Space (3).

This course is an introduction to the work done in philosophy, geography and cultural studies that addresses the social production of space. In contrast to modern conceptions of space as a pre-given, homogenous and infinite grid of possible locations, the idea of a social production of space leads to a conceptualization of space as deeply textured, often conflicted, and historically produced and reproduced. Key concepts to be covered are: abstract space, time-space compression, the decorporealization of space, the impact of everyday practices on spatial production, multiple spaces, raced spaces and spaces of resistance.

PHL 358. Philosophy of Race (3).

This course is designed to familiarize the student with the historical discourse and contemporary debates concerning race, racial identity, and racism in philosophy. The discipline of philosophy has traditionally viewed the philosophical enterprise as an investigation into a universal human condition. To this extent, the philosophical

salience of race and thinkers whose main concern was to understand race and racism has been obscured within the tradition. This course will examine the history of the concept of the race, discussions of race and race consciousness, as well as the formation and viability, or lack thereof, of racial identities. These discussions bring to the forefront the need for a critical perspective on how we understand race and racialized identities today.

PHL 359. Environmental Values (3).

Environmental Values examines the ways we value the environment—and the main values involved. The idea is to help students realize how valuable the environment can be to human beings. At the heart of this exploration is how something can be valuable to us, although it is not valuable for us. A subsidiary and pragmatic task of the course is to prepare students to be able to discuss- or advocate for- environmental issues with a depth, coherence and clarity often missing from public discourse. Prerequisites: PHL 201

PHL 360. Questioning Existence of God (3).

An inquiry in a rational way into the things human reason can disclose concerning God. The course examines the logical and methodological issues involved in various arguments for the existence of God as well as objections raised to the whole enterprise of theistic proofs. (D)

PHL 361. Evil, Freedom and God (3).

This course focuses on various classical and contemporary treatments of the problems that the existence of evil and human freedom pose for the recognition and intelligibility of an underlying omnibenevolent, omnipotent and omniscient agency. (D)

PHL 362. Theory of Knowledge (3).

The adequate appreciation and mastery of any intellectual discipline demands that the individual have a firm grasp of scope, operation, structure and limitations of human knowledge. This course intends to provide the student with a grasp of what knowledge is, how it is acquired, how it is evaluated, what distinguishes valid from invalid knowledge, evidence, theory construction, etc. Special attention is given to the theory of cognitive paradigms, i.e., the position that different theoretical models generate different sets of facts and different descriptions of reality. The course is recommended for philosophy and psychology majors and should be of particular interest to students majoring in the natural or social sciences. (E)

PHL 363. Analytic Philosophy (3).

A presentation and examination of selected texts in the analytic tradition from J. S. Mill and Frege to Kripke. Focus is on topics such as reference, naming, predication, necessity and truth with an emphasis on their import for questions concerning the meaning of existence. (C,E)

PHL 364 (GWS 355). Philosophy of Science (3).

This is a meta-mathematical/meta-scientific course in philosophical analysis. The concepts to be investigated are drawn from the fields

of mathematics, physics and cosmology (e.g., number, shape, gravity, force, energy, matter, space, time, infinity, singularity). Focused attention will be given to the traditional "paradoxes" associated with the attempt to understand these concepts as well as to the more contemporary "anomalies" brought to light in the investigations of physics and astrophysics. (E)

PHL 365. The Crisis in the Financial Markets: Vivisection, Justice, Reforms (3).

The Crisis in the financial markets, which exploded in the fall of 2008, very nearly led to a global economic collapse. Arguably, elements of the Crisis endure; arguably, the specter of an encore crisis looms on the horizon. In the first portion of this course, we will perform a Vivisection of the Crisis--from the 'bubble' in the markets for housing, to the bubble in the market for bonds and various exotic financial instruments ('derivatives'), and the actions of government institutions to prevent a collapse. In the second portion of the course, we will consider the issues of justice in a liberal democracy, guided by John Rawls, Justice as Fairness. Special attention will be focused on issues of economic justice: distributive justice generally, and taxation in particular. And we will investigate the threats to democracy posed by economic inequalities. The third portion of the course will be devoted to reforms: resolving problems discovered in the Vivisection through the application of principles of Justice. Corequisites: Ethics. Fulfills Core Requirement(s): IDS.

PHL 366 (PSC 320). The Self, Society and Justice (3).

The self is one of the most familiar and yet most mysterious of concepts. We take for granted the idea that we have or are a self, and we regularly and comfortably refer to selves. But what is the self? And what are the moral and political implications for how we understand justice and the self? This course explores the nature of the self through philosophical and social scientific lenses. We will consider classic philosophical and social scientific discussions of the self, as well as the ways in which these disciplines can challenge, enrich, and play off of each other. Prerequisites: PHL 110.

PHL 368. Time, the Universe and You (3).

Astronomer Carl Sagan wrote, "Who are we? We find that we live on an insignificant planet of a humdrum star lost in a galaxy tucked away in some forgotten corner of a universe in which there are far more galaxies than people." And the evolutionary biologist Richard Dawkins has written that "We are survival machines - robot vehicles blindly programmed to preserve the selfish molecules known as genes." How well does this scientifically informed picture of who we are fit with our everyday conception of our lives as filled with significant (as well as insignificant) events in time? Does our sense of "living in time" survive scientific scrutiny? This course will survey historical and present-day understandings of the physical and chronological universe, explore the place of humanity in its immensity, and ask whether the scientific conceptions that emerge are compatible with our everyday experience of time.

PHL 369. The Experience of Time (3).

Is time something "out there" - a part of nature and the universe - or is it something felt, so that we cannot imagine time passing without someone or something (a god) to experience it? The ancient physicists pictured time as a measure of motion or change. That picture raised for early Christian theologians the question whether time was created with the universe, and if so, whether God could do anything before there was time in which to do it. In our era, some philosophers have argued that time, properly understood, is unreal. But we might wonder whether such arguments can touch our experience of time. We speak of time as tyrannical, always moving forward, and finitely for each of us. But it also moves fast or slowly, is full or empty. We travel through time thanks to the gift or curse of memory. And music can shape time beyond what physics can account for. This seminar will explore, through discussion of classical and contemporary readings in philosophy and literature, music and film, a range of attempts to understand our concept and experience of time. Prerequisites: PHL 101 or 11, PHL 201 or 210.

PHL 376. Philosophy Colloquium (1).

The colloquium will meet every other week for two hours to consider a specific topic or directed research in philosophy or the history of philosophy. Faculty and students will decide upon a unifying theme for the course each semester, but course topics will depend upon the interests of the student or guest speaker presenting for the day. The colloquium will take advantage of public lectures, both at Le Moyne and in the region. Students will actively assess their progress toward meeting departmental objectives for the Philosophy major/minor. Eligible students may develop ideas for departmental Honors projects and, as they progress on their projects, present their research to their peers.

PHL 377. Philosophy Colloquium (1).

The colloquium will meet every other week for two hours to consider a specific topic or directed research in philosophy or the history of philosophy. Faculty and students will decide upon a unifying theme for the course each semester, but course topics will depend upon the interests of the student or guest speaker presenting for the day. The colloquium will take advantage of public lectures, both at Le Moyne and in the region. Students will actively assess their progress toward meeting departmental objectives for the Philosophy major/minor. Eligible students may develop ideas for departmental Honors projects and, as they progress on their projects, present their research to their peers.

PHL 378. Philosophy Colloquium (1).

The colloquium will meet every other week for two hours to consider a specific topic or directed research in philosophy or the history of philosophy. Faculty and students will decide upon a unifying theme for the course each semester, but course topics will depend upon the interests of the student or guest speaker presenting for the day. The colloquium will take advantage of public lectures, both at Le Moyne and in the region. Students will actively assess their progress toward meeting departmental objectives for the Philosophy major/minor. Eligible students may develop ideas for departmental Honors projects and, as they progress on their projects, present their research to their peers.

PHL 379. Philosophy Colloquium (1).

The colloquium will meet every other week for two hours to consider a specific topic or directed research in philosophy or the history of philosophy. Faculty and students will decide upon a unifying theme for the course each semester, but course topics will depend upon the interests of the student or guest speaker presenting for the day. The colloquium will take advantage of public lectures, both at Le Moyne and in the region. Students will actively assess their progress toward meeting departmental objectives for the Philosophy major/minor. Eligible students may develop ideas for departmental Honors projects and, as they progress on their projects, present their research to their peers.

PHL 381. The Experience of Time (3).

Special Topics: Is time something "out there" - a part of nature and the universe - or is it something felt, so that we cannot imagine time passing without someone or something (a god) to experience it? The ancient physicists pictured time as a measure of motion or change. That picture raised for early Christian theologians the question whether time was created with the universe, and if so, whether God could do anything before there was time in which to do it. In our era, some philosophers have argued that time, properly understood, is unreal. But we might wonder whether such arguments can touch our experience of time. We speak of time as tyrannical, always moving forward, and finite for each of us. But it also moves fast or slowly, is full or empty. We travel through time thanks to the gift or curse of memory. And music can shape time beyond what physics can account for. This seminar will explore, through discussion of classical and contemporary readings in philosophy and literature, music and film, a range of attempts to understand our concept and experience of time.

PHL 390. Independent Study (3-6).

Independent Study is intended for any student wanting a program of study in philosophy for which there is no existing course in the department. A student who wishes to pursue an independent study project for academic credit must submit, prior to registration, a proposed plan of study that includes the topic to be studied and goal to be achieved, the methodology to be followed, schedule of supervision, end product, evaluation procedure and number of credits sought. The proposal must be approved by the supervising faculty member, the department chair and the academic vice president and dean. It will be kept on file in the dean of arts and science's office.

PHL 400 (PGS 409). Self Knowledge, Cosmopolis & Transcendence (3).

This course pays close attention to our own historicity. Each participant will make a conscious attempt to be authentic in responding to the question, who am I, and to engage the question of the meaning of their own identity and existence in relation to the cosmos, transcendence, and society. The selected readings and pedagogy employed will serve as a maieutic- midwife- in the Socratic sense; inspiring the student to articulate who he or she is, and how she ought to live with others, care for the earth, and collaborate in originating creative healing social and environmental structures. In this connection

we will engage the significance and implications of the following phenomenon: "to equip an animal with intelligence constitutes not only the possibility of culture and of science but also the possibility of every abomination that has occurred in the course of human history."

PHL 400-419. Seminars in Philosophy (3).

A selection of integrative seminars designed to investigate the presuppositions, structures and images that underlie the human attempt to understand and participate in the world. Each seminar will focus on a theme of general scope and significance and, in so doing, will enable students to come to a reflective understanding of their own assumptions and values in the context of what they have encountered in their previous years of study. Emphasis will be placed on student discussion and active integration of material through written work and class presentations.

PHL 401 (PGS 422). Senior Sem: Phil & Politics, East & West (3).

What is the relation between free thought and the society where it originates and is expressed? Is that relation necessarily hostile? Is this hostility a Western phenomena, or is it found in the Eastern traditions as well? Can philosophy and politics ever get along? This seminar is a cross-cultural, comparative study of the relation between philosophy and the political. It is aimed in two directions: "horizontally" - that is, we will read comparatively the founding thinkers in Chinese philosophy (Confucius and his disciples) and their U.S. "disciples" (Emerson, Thoreau) - and "vertically" - that is we will compare the use of Emerson's thought in contemporary U.S. culture with the use of Confucian teaching in contemporary Chinese culture. The seminar will help you decide whether East and West are incommensurable culturally, or whether they share the quarrel between free thought and society - that is, whether it is free thought and society that are fundamentally incommensurable.

PHL 402. Romance, Myth and Logos (3).

Whether through a poem, a philosophical reflection, a piece of music or work of art, whether through falling in love, the power and challenge of one's life's vocation or a meandering boat ride up the Merrimac River, each of us has experienced the sublime state of meaningfulness. Some may have also experienced, in the evaporation of such meaning, the specter of meaninglessness. This course brings the tools of philosophical analysis to bear upon the phenomenon of meaning or meaningfulness. Through careful phenomenological study of the richly varied "family" of meaning-structures, each participant is provided with an opportunity for a critical understanding of the nature of humankind's engagement with meaningfulness. The course is predicated upon a presumed intimacy between our concern with meaning and the phenomenon romance. Thus, the distinctive but intertwined roles of mythos and logos in the creation of romance will serve as thematic threads into the investigation of meaning. The purpose of this experience is to afford each participant a greater appreciation of the birth and death of meaning, the manner in which it sustains us and the full-blown range of its opportunity.

PHL 403. Heroism and the Human Spirit (3).

This seminar will involve varied readings from world literature, augmented by some extra readings from philosophy and psychology in search of responses to the question, "What makes a person great?" Of central concern will be the issue of the nature of the heroic; we will also be concerned with some other philosophical problems which arise in connection with this question (such as: the problem of evil; personal identity; determinism, free will and fatalism; death; the mind-body problem and the problem of other minds; philosophical anthropology and philosophical psychology as well as some philosophy of psychology; philosophical analysis of religious experience).

PHL 404. On Education (3).

You may have been in education most of your life, yet what is education? Let's consider the nature of education, especially how to cultivate your humanity, to develop you as a whole, human being. How can education produce wisdom, maturity, or growing throughout life? Joining the history of educational thinking with contemporary questions, the course gives you the opportunity to reflect on your schooling and to find ways to learn throughout life.

PHL 407. Ethics, Art and Literature (3).

Investigations into questions concerning the relations between philosophical theories of ethics and actual works of art, including novels, paintings, plays, poetry and films, have recently been increasing. This course explores the thesis that philosophical theories of ethics, which state their case at a high level of generality, must be complemented and/or completed by detailed, individual case studies. It challenges students to bring human actions, their own and others, into relief through casting the lights of rival theories of ethics upon them. It works to reveal the differing social consequences of the adoption and/or truth of this or that theory of ethics for everyday life. Selected works of art are studied to determine what is gained and what is sacrificed in particular lives by putting trust in this or that theory. Finally, the course explores various philosophical questions concerning the expression of values in art and in literature. Electives in philosophy may be taken upon completion of PHL 201 unless otherwise noted. Fulfills Core requirement(s): VPA.

PHL 408. Philosophy and Revolution (3).

This course will examine some of the connections that have been made between philosophical discourse and radical transformative practices in politics, culture, the economy and society. It will consider whether and how philosophical discourse contributes to the enlightenment necessary for revolutionary and liberatory transformations of the established order, or, alternatively, whether and how it becomes an obstacle to those transformations. Some of the ideas studied will include Plato's conception of philosophy as liberation from the imprisonment of the cave, modern and post-modern conceptions of social revolution and its likelihood, desirability, relation to human liberation and, finally, contemporary treatments of the relation between revolution, on the one hand, and neocolonialism, violence, patriarchal society, racial oppression and class exploitation, on the other hand.

PHL 409. Philosophy, Faith and Mystic Union (3).

This seminar explores the concept of divinity developed in a contemporary project in philosophical theology. It then moves on to a consideration of the notion of religious faith as expressed by various authors in a biblical tradition. Finally, it investigates what it means to directly experience God by analyzing the several states of mystic union articulated by some of the great mystics.

PHL 410. Health, Society and the Law (3).

The historical development of western ideas of health, disease and illness will be studied from the perspective not only of philosophy, but also of medicine and psychiatry, psychology, religion, sociology, economics and the law. The seminar will explore the development of concepts of mental illness, dementia and mental "retardation", as well as the definition of sexual preferences and "perversions" as diseases, and the role of international groups, such as the World Health Organization, in the social construction of definitions of human health. Prerequisites or corequisites: PHL 101, 201, 302.

PHL 412. Philosophy and Architecture (3).

This course will examine philosophical issues raised by the practice of architecture—the relationship between space and place, the concept of "home," the boundary between "art" and "science," the demand that art reflect "our time," and the nature of the city. Beginning from some basic background in the history and language of architecture, the seminar will examine how philosophical questions arise from the everyday concerns of the architect. The course is taught concurrently with a seminar in the architecture school at Syracuse University and will involve weekly interaction with architecture students. Fulfills core Visual and Performing Arts requirement. (VPA)

PHL 413. Movies, Remarriage and Unknow-ness (4).

This course will explore the familiar human cycle of disappointment and desire for change in oneself through examining a series of classic Hollywood and recent foreign films, in conjunction with readings in philosophy and literature. The films are concerned with marriage - marriage as a possibility to be reinvented with one's spouse, or alternatively as a possibility to be foregone in favor of some other, more private ideal. The work of the course will draw from philosophical and literary texts (chiefly by Stanley Cavell, but including works by Emerson, Locke, Nietzsche, Freud, Henry James, Shakespeare, and others) as well as from classic and recent Hollywood and foreign films (*Moonstruck*, *Philadelphia Story*, *Now Voyager*, *Breaking the Waves*, and others).

PHL 414. Existentialism: G. Marcel (3).

This seminar integrates Philosophy and Drama by concentrating on the plays and philosophical essays of French Existential thinker Gabriel Marcel. Marcel inquired into the meaning of life by appeal to the dramatic imagination; and his philosophical reflection clarified questions and themes that his theater first brought to light - e.g. I-Thou, interpersonal relationships, commitment, belonging, being and having, creative fidelity and hope vs. despair.

PHL 415 (REL 415). Theol/Philosoph of Liberation (3).

This seminar will provide the opportunity for students to examine philosophical and religious traditions of social and political liberation in the Americas. Special consideration will be given to reflections on gender, race and class in theology and religion. The convergence of theory and social praxis in ecclesial base communities, as well as the politicization of Latin American philosophical thought in the midtwentieth century as a response to the Cuban Revolution challenge to liberation philosophy and theology will be studied. Prerequisites or corequisites: REL 200, REL 300, PHL 101, PHL 201, PHL 301. This seminar may be taken as either philosophy or religious studies. In either case, it will fulfill the core senior PHL/REL seminar requirement.

PHL 416. Between Experience and Knowledge (3).

When anyone is questioned about the origin of her knowledge, she must refer to her experience. This course explores more precisely just what the tie is between one's experiences and one's knowledge. For despite the familiarity of this association, the bond between experience and knowledge remains elusive. Through some enjoyable exercises in literary analysis and historical/autobiographical works, we will address three different relationships between experience and knowledge: scientific, social/cultural/historical, and phenomenological.

PHL 417 (GWS 418). Located Knowledges (3).

This course will be an exploration of the ethical and epistemological consequences of social location. Is your understanding of the world and your ability to move responsibly in it impacted by your race, gender, class, or sexuality? As you finish your final year at Le Moyne, we will reflect on how you have been prepared to promote justice in a diverse society.

PHL 419. Philosophy and the Environment (3).

A selection of integrative seminars designed to investigate the presuppositions, structures and images that underlie the human attempt to understand and participate in the world. Each seminar will focus on a theme of general scope and significance and, in so doing, will enable students to come to a reflective understanding of their own assumptions and values in the context of what they have encountered in their previous years of study. Emphasis will be placed on student discussion and active integration of material through written work and class presentations.

PHL 420. Advanced Argumentative Writing (3).

The purpose of this seminar is to guide students through the difficult process of bringing a philosophical argument to life. Over the course of the semester, students will work on refining and presenting a piece of philosophical writing [approximately 15-20 pages]. Students will review the rudiments of philosophical prose, and they will be guided through the process of revising, getting feedback, and revising yet again. They will practice presenting their work to others, as well as giving feedback on the work of others. Thus, students will learn what

it means to work independently in a community of other philosophers. Prerequisites: PHL 110 and PHL 210. DOES NOT FULFILL OLD CORE REL/PHL SEMINAR REQUIREMENT.

PHL 421 (COR 400C). Knowledge, Power & the Obscure The Obscure (3).

In this Transformations course, students will consider how they know what they know - in scientific or humanistic fields - by questioning the philosophical relationship between what they see (i.e., observe) and what they say (i.e., articulate or classify) with respect to themselves and their worlds. In relation to this, they will consider their ambitions after college (professional or personal), and how they may be subjected to (or wielding) power because of the demands of discipline (e.g., productivity, skill) and regulation (e.g., health, well-being). Following that critical inquiry, students will reflect on the influence of the obscure in their lives by exploring the way in which the arts (especially cinema and literature) dissociate the capacity to see from the capacity to say, presenting issues as they are felt and perceived, but not as they are known. Film screenings outside of class will be offered. Prerequisite: Senior standing.

PHL 480. Why Do Humans Write? (3).

Special Topics: This course explores the ways various human needs have shaped the medium of writing and, in turn, been shaped by it. Examining ancient and medieval writing systems and modern multimedia, we will ask how various modes of writing have changed how we understand what it means to be human.

PHL 480-489. Special Topics for Senior Studies (3).

These courses allow students to fulfill their requirement for a senior seminar in philosophy in new ways. The specific thematic focus and approach of each course, as well as the genre of texts and cultural materials employed will vary.

PHL 490. Research in Philosophy (3-6).

An upper-class philosophy major who wishes to write a substantial philosophical essay on a topic already studied in a philosophy elective should submit a proposal to this effect prior to registration. The proposal, indicating the topic to be researched, the number of credits sought and the schedule of supervision, must be approved by the research director, the department chair and the academic dean. The proposal will be kept on file in the academic dean's office. (F)



Physics

Chair: David Craig

Professor(s): George Coyne

Associate Professor(s): Stamatios Kyrkos

Assistant Professor(s): Christopher Bass

Visiting Assistant Professor(s): Dennis W. Sullivan

Physics is the foundation of all natural science. Its development over the centuries has yielded a precise quantitative discipline that has served not only as a model for the younger sciences, but is also basic to a fuller understanding of chemical and biological phenomena and contemporary technological advances.

For students who wish to major in physics, two degrees are available: the Bachelor of Arts and the Bachelor of Science. The courses required for the Bachelor of Arts introduce students to a broad range of subjects in physics and serve as a foundation for future careers in fields such as science writing, patent law, medicine, teaching, philosophy of science, technical marketing, technology management and computational science. Several specific variations of the Physics B.A. are available. Please see the program director.

The courses required for the Bachelor of Science are for students seeking a professional background in physics or pursuing the 3-2 or bachelor's/master's dual degree engineering program. These courses provide advanced undergraduate physics and laboratory experience, including the option of independent research with a member of the physics faculty. The first three years of the curriculum include the courses needed by students who plan to pursue dual physics and engineering bachelor degrees through one of the 3-2 Engineering Programs. The 3-2 Engineering Programs are fully described in the section of this catalog devoted to Undergraduate Transfer Programs.

The physics B.A. or B.S. with one of the pre-engineering concentrations described below serve as the foundation for the physics-based bachelor's + master's engineering degree programs with Syracuse University. See the section of this catalog devoted to Undergraduate Transfer Programs.

The Physics Bachelor of Arts/Master of Science in Teaching (Physics B.A./M.S.T.) course of study makes it possible to earn a physics B.A. and a master's degree in secondary education, including preliminary certification, in five years. Further information about this course of study can be obtained from the program director.

Further information on these courses of study can be found on the physics and engineering Web pages, www.lemoyne.edu/physics and www.lemoyne.edu/engineering.

Physics Major B.A.

Core Requirements	Hours
COR 100 First Year Seminar	3
WRT 101 Critical Writing	3
PHL 110 Introduction to Philosophy	3
HST 110 - HST 111 World Civilization	6
ENG 210 Major Authors	3
PHL 210 Moral Philosophy	3
Theology	3
EAC Encountering Another Culture/Language	6
ENG 310 Literature and Culture	3
Mathematics	3
Social Science	3
Natural Science	3
IDS Interdisciplinary Studies*	3
Religion	3
COR 400 Transformations	3
Visual & Performing Arts*	1
Diversity*	0

NOTE: Some Core requirements may be fulfilled by major requirements.

** See core section for more information. Because there have been substantial changes to the core curriculum, the above requirements may not apply to all students; for students who entered Le Moyne College prior to Fall 2013, be sure to consult with your advisor for appropriate course selection(s).*

Major Requirements	Hours
PHY 103 General Physics Laboratory	1
PHY 104 General Physics Laboratory	1
PHY 105-106 General Physics for Scientists and Engineers I & II (preferred) or PHY 101-102 Non-Calculus General Physics I & II	6
PHY 200-499 Major Electives	6
PHY 201 Fields and Waves	3
PHY 203 Foundations of Modern Physics	3
PHY 231 Experimental Foundations Modern Physics	1
PHY 303 Classical Electromagnetic Theory I	3
PHY 307 Quantum Mechanics I	3
PHY 321 Analytical Mechanics I	3
PHY 331 Atomic & Nuclear Physics Laboratory	1
PHY 476 Physics Capstone	3
PHY/Other Technical Electives	9

Major Support	Hours
MTH 145 Calculus I	4
MTH 146 Calculus II	4
MTH 245 Calculus III	4

Electives	Hours
Free Electives	21

Physics Major B.S.

Major Requirements	Hours
PHY 103 General Physics Laboratory	1
PHY 104 General Physics Laboratory	1
PHY 105-106 General Physics for Scientists and Engineers I & II (preferred) or PHY 101-102 Non-Calculus General Physics I & II	6
PHY 200-499 Major Electives	6
PHY 201 Fields and Waves	3
PHY 203 Foundations of Modern Physics	3
PHY 231 Experimental Foundations Modern Physics	1
PHY 303 Classical Electromagnetic Theory I	3
PHY 307 Quantum Mechanics I	3
PHY 308 Quantum Mechanics II	3
PHY 311 Electronics I	4
PHY 321 Analytical Mechanics I	3
PHY 331 Atomic & Nuclear Physics Laboratory	1
PHY 333 Computational Physics	3
PHY 405 Statistical Physics	3
PHY 431 Advanced Physics Lab or PHY 441 Research Project	1-3
PHY 476 Physics Capstone	3
PHY/Other Technical Electives*	3

Major Support	Hours
MTH 145 Calculus I	4
MTH 146 Calculus II	4
MTH 245 Calculus III	4
MTH 303 Differential Equations and Mathematical Modeling	3
CHM 151 Chemical Principles I	3

Electives	Hours
PHY/Other Technical Electives*	3
Free Electives	6

***Technical Electives** (NOTE: Courses on this list required for a degree will not count twice as an elective.)

BSC 105 Exercise Physiology	3
CHM 151 Chemical Principles I	3
CHM 152 Chemical Principles II	3
CHM 327 Physical Chemistry I	3
CHM 328 Physical Chemistry II	3
CHM 331 Physical Chemistry Laboratory	1
CHM 332 Physical Chemistry II Laboratory	1
CSC 175 Introduction to Algorithms and Program Design	4
CSC 253 Programming With Java	3
ENG 397 Writing Nonfiction:	3
ENG 422 Literature and Science	3

MTH 261 Linear Algebra	3
MTH 312 Mathematical Statistics	3
MTH 332 Real Analysis	4
MTH 303 Differential Equations and Mathematical Modeling	3
MTH 341 Abstract Algebra	3
MTH 361 Modern Geometry	3
MTH 421 Numerical Methods	3
MTH 431 Introduction to Complex Analysis	3
MTH 481 Topology	3
ESS 205 Physical Geology	4
PHL 312 Symbolic Logic	3
PHL 362 Theory of Knowledge	3
PHL 364 Philosophy of Science	3
PHL 352 Critical Theory & Technological Society	3
PHS 120 Astronomy	3
PHS 128 Cosmology:Sci of Phys Universe	3
PHS 275 Photography and Photometry	3
PSC 340 Science Technology and Society	3
REL 318 Religion and Science	3

PHY 3XX/4XX Upper-level physics electives are also considered technical electives.

Other courses not on the above list may also be approved as technical electives by the program director. For students in the bachelors-masters engineering program with Syracuse University, many engineering courses at Syracuse University will qualify.

Typical Program for Physics Major B.A.

First Semester	Hours	Second Semester	Hours
Freshman Year			
HST 110	3	PHL 110	3
MTH 145	4	HST 111	3
PHY 103	1	MTH 146	4
PHY 105	3	PHY 104	1
COR 100	3	PHY 106	3
WRT 101	3		
Sophomore Year			
MTH 245	4	ENG 210	3
PHY 201	3	PHY 203	3
PHL 210	3	PHY 231	1
EAC	3	EAC	3
Elective	3	Elective	3
		Elective	3
Junior Year			
IDS	3	PHY Elective	3
PHY 307	3	Theology	3
PHY 331	1	Technical Elective	3
ENG 310	3	Technical Elective	3
Elective	4	Elective	3
Technical Elective	3		

Senior Year

PHY 476	3	PHY 321	3
PHY 303	3	Elective	3
Elective	3	Social Science	3
Religion	3	COR 400A	3
		PHY Elective	3

Most PHY 300- and PHY 400-level courses, except PHY 476, are offered in alternate years, so students graduating in odd-numbered years follow a program in which the third and fourth years of PHY courses are interchanged.

Typical Program for Physics Major B.A., M.S.T.

First Semester	Hours	Second Semester	Hours
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Freshman Year

WRT 101	3	PHL 110	3
HST 110	3	HST 111	3
EAC	3	EAC	3
MTH 145	4	MTH 146	4
PHY 103	1	PHY 104	1
PHY 105	3	PHY 106	3

Sophomore Year

Theology	3	PHL 210	3
MTH 245	4	PHY 203	3
PHY 201	3	PHY 231	1
ENG 210	3	PHY 321	3
Technical Elective	3	Elective	3

Junior Year

Religion	3	PHL 301-303	3
Technical Elective	3	ENG 310	3
PHY 331	1	PHY Elective	3
PHY 307	3	Technical Elective	3
Opt: Elec/CHM 327/331	3/4	Opt: Elec/CHM 328/332	3/4

Senior Year

COR 400A	3	EDG 505	3
PHY 476	3	EDG 515	3
PHY 303	3	EDG 530	3
Elective	3	EDG 545	3
		PHY Elective	3

Summer I

EDG 500	3
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Fifth Year

EDG 550	3	EDG 654	4.5
EDG 565	3	EDG 656	4.5
EDG 570	4		
Science Technology Lab	1		
EDG 580	3		

Summer II

EDG 695	3
EDG 560	3

Most PHY 300- and PHY 400-level courses, except PHY 476, are offered in alternate years, so students graduating in odd-numbered years follow a program in which the third and fourth years of PHY courses are interchanged.

Typical Program for Physics Major B.S.

First Semester	Hours	Second Semester	Hours
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Freshman Year

WRT 101	3	PHL 110	3
HST 110	3	HST 111	3
MTH 145	4	MTH 146	4
PHY 105	3	PHY 106	3
PHY 103	1	PHY 104	1
COR 100	3		

Sophomore Year

PHL 210	3	ENG 210	3
Technical Elective	3	PHY 203	3
PHY 201	3	PHY 231	1
MTH 245	4	PHY 321	3
EAC	3	MTH 303	3
		EAC	3

Junior Year

PHY 307	3	PHY 308	3
PHY 331	1	PHY 311	4
CHM 151	3	PHY 333	3
CHM 151L	1	Theology	3
IDS	3	Elective	2
ENG 310	3		

Senior Year

PHY 303	3	COR 400A	3
PHY 431/441	1/3	PHY 405	3
PHY 476	3	Elective	3
Elective	3	Social Science	3
Religion	3		

Most PHY 300- and PHY 400-level courses, except PHY 476, are offered in alternate years, so students graduating in odd-numbered years follow a program in which the third and fourth years of PHY courses are interchanged.

Physics Minor

Required courses for a minor in physics include:

PHY 105-106 (preferred) or PHY 101-102
 PHY 103-104
 MTH 145-146
 PHY 201
 PHY 203
 PHY 231

For a total of nine courses with 23 credit hours.

Physics B.A.: Pre-Medical Course of Study

Within this course of study it is possible to fulfill the requirements for a minor in both biology and chemistry.

- Physics with Concentration in Pre-Engineering (Civil with Geotechnical focus)
- Physics with Concentration in Pre-Engineering (Electrical)
- Physics with Concentration in Pre-Engineering (Environmental)
- Physics with Concentration in Pre-Engineering (Mechanical and Aerospace)

Typical Program for Physics B.A.: Pre-Medical Course of Study

First Semester	Hours	Second Semester	Hours
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Freshman Year

HST 110	3	PHL 110	3
MTH 145	4	HST 111	3
CHM 151	3	MTH 146	4
CHM 151L	1	CHM 152	3
PHY 105	3	CHM 152L	1
PHY 103	1	PHY 106	3
COR 100	3	PHY 104	1
WRT 101	3		

Sophomore Year

MTH 245	4	PHL 210	3
CHM 223	3	ENG 210	3
CHM 223L	1	CHM 224	3
PHY 201	3	CHM 224L	1
BIO 191	4	PHY 203	3
PHL 210	3	PHY 231	1
EAC	3	BIO 192	4
		EAC	3

Junior Year

IDS	3	Elective	3
PHY 307	3	Elective	3
PHY 331	1	Theology	3
ENG 310	3		
Elective	3		

Senior Year

PHY 303	3	COR 400A	3
PHY 476	3	PHY 321	3
CHM 462	1	Social Science	3
Religion	3	Elective	3
		Elective	3

(1) BIO 218 may be replaced by an elective unless seeking a minor in biology.

(2) Either BIO 225 or CHM 460 (biochemistry), when taken with BIO 218, meet the requirements for a minor in biology.

(3) CHM 462 Biochemistry lab is not required for CHM 460 Biochemistry.

Students enrolled in one of the physics-based bachelor's + master's engineering programs with Syracuse University must choose the appropriate concentration.

Typical Program for B.S. in Physics with Concentration in Pre-Engineering: Civil with Structural focus

First Semester	Hours	Second Semester	Hours
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Freshman Year

PHY 103*	1	PHY 104*	1
PHY 105*	3	PHY 106*	3
MTH 145*	4	MTH 146*	4
WRT 101	3	PHL 110	3
HST 110	3	HST 111	3
COR 100	3		

Sophomore Year

PHY 201	3	ENG 210	3
PHY 215*/ECS 221**	3	PHY 203	3
MTH 245*	4	PHY 231	1
Theology	3	PHY 321*	3
PHL 210	3	MTH 303*	3
		ECS 325**	4

Junior Year

PHY 331	1	PHY 333	3
PHY 307	3	PHL 301-303	3
CHM 151*	3	CIE 332**	3
CHM 151L*	1	PHY 311	4
CIE 331**	3	PHY 308	3
ENG 310	3	EAC	3
EAC	3		

Senior Year

PHY 303	3	PHY 401*	3
PHY 431/441	1/3	PHY 405*	3
PHY 476	3	COR 400A	3
IDS	3	Social Science	3
CIE 337**	3		
Religion	3		

* Satisfies pre-requisites for admission to master's program.

** Taken at Syracuse University.

Most PHY 300- and PHY 400-level courses, except PHY 476, are offered in alternate years, so students graduating in odd-numbered years follow a program in which the third and fourth years of PHY courses are interchanged.

Physics-based Engineering Concentrations

- Physics with Concentration in Pre-Engineering (Civil with Structural focus)

**Typical Program for B.S. in Physics with
Concentration in Pre-Engineering: Civil with
Geotechnical focus**

First Semester	Hours	Second Semester	Hours
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Freshman Year

PHY 103*	1	PHY 104*	1
PHY 105*	3	PHY 106*	3
MTH 145*	4	MTH 146*	4
WRT 101	3	PHL 110	3
HST 110	3	HST 111	3
COR 100	3		

Sophomore Year

PHY 201	3	ENG 210	3
PHY 215*/ECS 221**	3	PHY 203	3
MTH 245*	4	PHY 231	1
Theology	3	PHY 321*	3
PHL 210	3	MTH 303*	3
		ECS 325**	4

Junior Year

PHY 331	1	PHY 311	4
PHY 307	3	PHY 308	3
CHM 151*	3	PHY 333	3
CHM 151L*	1	EAC	3
CIE 337**	4	CIE 338**	3
ENG 310	3		
EAC	3		

Senior Year

PHY 303	3	PHY 401*	3
PHY 431/441	1/3	PHY 405*	3
PHY 476	3	COR 400A	3
IDS	3	Social Science	3
MAE/CIE 341**	4		
Religion	3		

* Satisfies pre-requisites for admission to master's program.

** Taken at Syracuse University.

Most PHY 300- and PHY 400-level courses, except PHY 476, are offered in alternate years, so students graduating in odd-numbered years follow a program in which the third and fourth years of PHY courses are interchanged.

**Typical Program for B.S. in Physics with
Concentration in Pre-Engineering: Electrical
focus**

First Semester	Hours	Second Semester	Hours
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Freshman Year

PHY 103*	1	PHY 104*	1
PHY 105*	3	PHY 106*	3
MTH 145*	4	MTH 146*	4
WRT 101	3	PHL 110	3

HST 110	3	HST 111	3
COR 100	3		

Sophomore Year

PHY 201	3	ENG 210	3
MTH 111*	4	PHY 203	3
MTH 245*	4	PHY 231	1
ELE 231**	3	PHY 321	3
ELE 291**	1	MTH 303*	3
PHL 210	3	ELE 232**	3
		ELE 292**	1

Junior Year

PHY 331	1	PHY 308	3
MTH 311*	3	PHY 333	3
ENG 310	3	IDS	3
ELE 331**	3	ELE 333**	3
PHY 307	3	ELE 346**	3
EAC	3	EAC	3

Senior Year

PHY 303*	3	PHY 401*	3
PHY 431/441	1/3	PHY 405	3
PHY 476	3	COR 400A	3
CHM 151*	3	ELE 352**	3
CHM 151L*	1	Social Science	3
Theology	3	Religion	3
ELE 351**	3		

* Satisfies pre-requisites for admission to master's program.

** Taken at Syracuse University.

Most PHY 300- and PHY 400-level courses, except PHY 476, are offered in alternate years, so students graduating in odd-numbered years follow a program in which the third and fourth years of PHY courses are interchanged.

**Typical Program for B.S. in Physics with
Concentration in Pre-Engineering:
Environmental focus**

First Semester	Hours	Second Semester	Hours
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Freshman Year

PHY 103*	1	PHY 104*	1
PHY 105*	3	PHY 106*	3
MTH 145*	4	MTH 146*	4
WRT 101	3	PHL 110	3
HST 110	3	HST 111	3
COR 100	3		

Sophomore Year

PHY 201	3	ENG 210	3
MTH 245*	4	PHY 203	3
CHM 151*	3	PHY 231	1
CHM 151L*	1	PHY 321	3
Theology	3	MTH 303*	3
PHL 210	3	CHM 152	3
		CHM 152L*	1

Junior Year

PHY 331	1	PHY 308	3
PHY 307	3	PHY 311	4
CIE 341**	3	PHY 333	3
EAC	3	CIE 352**	4
ENG 310	3	EAC	3

Senior Year

PHY 303	3	PHY 401*	3
PHY 431/441	1/3	PHY 405*	3
PHY 476	3	COR 400A	3
Religion	3	Social Science	3
IDS	3		
CIE 442**	4		

* Satisfies pre-requisites for admission to master's program.

** Taken at Syracuse University.

Most PHY 300- and PHY 400-level courses, except PHY 476, are offered in alternate years, so students graduating in odd-numbered years follow a program in which the third and fourth years of PHY courses are interchanged.

Typical Program for B.S. in Physics with Concentration in Pre-Engineering: Mechanical and Aerospace focus

First Semester	Hours	Second Semester	Hours
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Freshman Year

PHY 103*	1	PHY 104*	1
PHY 105*	3	PHY 106*	3
MTH 145*	4	MTH 146*	4
WRT 101	3	PHL 110	3
HST 110	3	HST 111	3
COR 100	3	ENG 210	3

Sophomore Year

PHY 201	3	PHY 203	3
PHY 215*/ECS 221**	3	PHY 231	1
MTH 245*	4	PHY 321*	3
MTH 261*	3	EAC	3
EAC	3	MTH 303*	3
		ECS 325**	4

Junior Year

PHY 307	3	PHY 308	3
PHY 331	1	PHY 311	4
MTH 311*	3	PHY 333*	3
PHL 210	3	IDS	3
ECS 326**	3	MAE 321**	3
ENG 310	3		

Senior Year

PHY 303	3	PHY 405*	3
PHY 431/441	1/3	COR 400A	3
PHY 476	3	ELE 512**	3
CHM 151*	3	Social Science	3

CHM 151L*	1	Theology	3
MAE 315**	1	Religion	3
MAE 341**	4		

* Satisfies pre-requisites for admission to master's program.

** Taken at Syracuse University.

Most PHY 300- and PHY 400-level courses, except PHY 476, are offered in alternate years, so students graduating in odd-numbered years follow a program in which the third and fourth years of PHY courses are interchanged.

Courses
PHS 120. Astronomy (3).

A survey of modern astronomy. Planets, stars, galaxies and the present scientific view of the universe and its origin are discussed. No prerequisites. Three lecture hours weekly.

PHS 128. Cosmology:Sci of Phys Universe (3).

Participants in this course will engage in a tour of the universe as we presently understand it and gain a much broader understanding of where we live. They will consider the scientific evidence available regarding the origin and future of the universe. They will consider the implications of this knowledge, and they will consider the questions that this knowledge raises. They will also see the process by which scientific knowledge is established, and they will encounter the limitations of the present state of our knowledge.

PHS 275. Photography and Photometry (3).

This course explores those aspects of physics which relate to photography. It covers the basic properties of light, ray optics, infra red film and the visible spectrum, light polarization, lens optics, and the relationship of color film to light source. It also covers the digital camera and its components, and digital black and white printing. It provides students with an understanding of the relationship between physics and photography. No prerequisites. A compact digital camera or digital SLR camera is required. This course counts for core science credit.

PHY 101. Non-Calculus General Physics I (3).

An elementary course in physics with topics selected from mechanics of solids and fluids, kinetic theory, and heat. A thorough knowledge of high school algebra and trigonometry is a prerequisite. Because of the integration between PHY 101 and PHY 103, PHY 103 must be taken concurrently.

PHY 102. Non-Calculus General Physics II (3).

A continuation of PHY 101 with topics selected from waves, electromagnetic theory, and optics. General Physics I (either PHY 101 or PHY 105) and PHY 103 are prerequisites. Because of the integration between PHY 102 and PHY 104, PHY 104 must be taken concurrently.

PHY 103. General Physics Laboratory (1).

The activities of these laboratory courses are designed to give students taking PHY 101-102 and PHY 105-106 direct experience with the fun-

damental concepts that are the subjects of those courses, making these laboratory courses an integral part of PHY 101-102 and PHY 105-106. A thorough knowledge of high school algebra and trigonometry is a prerequisite. PHY 103 is a prerequisite for PHY 104. One two-hour laboratory period each full week of classes each semester.

PHY 104. General Physics Laboratory (1).

The activities of these laboratory courses are designed to give students taking PHY 101-102 and PHY 105-106 direct experience with the fundamental concepts that are the subjects of those courses, making these laboratory courses an integral part of PHY 101-102 and PHY 105-106. A thorough knowledge of high school algebra and trigonometry is a prerequisite. PHY 103 is a prerequisite for PHY 104. One two-hour laboratory period each full week of classes each semester.

PHY 105. General Physics Scientists/Engineers I (3).

An introduction to physics and the use of calculus in physical problems. Topics are selected from mechanics of solids and fluids, kinetic theory and heat. Previous experience with calculus, either in high school or college, or concurrent enrollment in college-level Calculus I is required. Because of the integration between PHY 105 and PHY 103, PHY 103 must be taken concurrently.

PHY 106. General Physics Scientists/Engineers II (3).

A continuation of PHY 105 with topics selected from waves, electromagnetic theory and optics. PHY 105 and PHY 103 are prerequisites. Because of the integration between PHY 106 and PHY 104, PHY 104 must be taken concurrently. Concurrent enrollment in college-level Calculus II is desirable but not required.

PHY 180. The Science and Technology of Digital Imaging (3).

The technology of digital imaging and the science underlying that technology are the primary subjects of this course. Participants will become knowledgeable with respect to alternative technologies for digital image capture, digital image sensor technologies, lens optics technologies, color temperature and its consequences, tonal range and Dmax, digital encoding of tonal and color information, color calibration, digital noise and its visual consequences and correction, perspective and lens distortions and their correction, digital file formats, and fundamental principles and methods of manipulating digital image data, including masking techniques for adjustment of tone and color and for making composite images. To give practical, hands-on experience with the primary course content, beginning with the third week of the course all participants must have access to a camera for the purpose of completing a project in digital imaging. A digital camera is ideal, but any film or digital camera can be used, even inexpensive disposable cameras. Participants are responsible for their photographic supplies and, if appropriate, film processing. This course does not teach photography. Those with an interest in photography as an art form should either follow or precede this course with a class in photography from the Department of Visual and Performing Arts.

PHY 201. Fields and Waves (3).

An introduction to the physics of fields and waves, focusing primarily on electric and magnetic fields and electromagnetic waves. May include physical optics. Prerequisites: Calculus 11 (MTH 146) and General Physics II (either PHY 102 or PHY 106).

PHY 203. Foundations of Modern Physics (3).

Introduction to the pillars of modern physics: special relativity and quantum mechanics. Includes an historical account of the theoretical and experimental development of quantum theory and an introduction to its concepts and methods. Additional topics may include, but are not limited to, the quantum physics of atoms, molecules, and solids, and contemporary applications. Prerequisites: Calculus II (MTH 146) and General Physics II (either PHY 102 or PHY 106). Prior completion of PHY 201 is desirable but not required.

PHY 215. Statics (3).

A course in that branch of mechanics which deals with particles or bodies in equilibrium under the action of forces or torques. It embraces the composition and resolution of forces, the equilibrium of bodies under balanced forces and such properties of bodies as center of gravity and moment of inertia. Prerequisites: General Physics II (either PHY 102 or PHY 106) and Calculus II (either MTH 146 or MTH 152).

PHY 231. Experimental Foundations Modern Physics (1).

Introduction to experimental methods in physics through experiments measuring fundamental properties of light and matter. Topics may include, but are not limited to, analysis of experimental data and propagation of uncertainties computer-aided data acquisition, and an introduction to instrumentation. Experimental topics may include, but are not limited to, the mass and charge of the electron, the speed of light, Planck's constant, properties of lasers and laser light, concepts of photon interference and quantum measurement, resonance and chaos in dynamical systems. One three-hour laboratory period per week. Prerequisites: Calculus II (MTH 146), General Physics II (PHY 102 or PHY 106). Prior completion of PHY 201 is strongly desirable but not required. Corequisite: PHY 203.

PHY 280 (LIB 280/CHM 280). Info in Chem & Physical Sciences (1).

This course will introduce the changing information landscape in chemistry and the physical sciences to help students become effective database and "free web" searchers. Students will also become familiar with the social and ethical issues relation to the production and use of scientific information in an increasingly digital society.

PHY 303. Classical Electromagnetic Theory I (3).

An advanced undergraduate course in classical electromagnetic theory. PHY 303 covers vector calculus, electrostatics and magnetostatics. PHY 304 is primarily devoted to electromagnetic dynamics and, time allowing, applications. Prerequisites: A course in differential equations (MTH 303 or MTH 304), PHY 201, and PHY 203.

PHY 304. Classical Electromagnetic Theory II (3).

An advanced undergraduate course in classical electromagnetic theory. PHY 303 covers vector calculus, electrostatics and magnetostatics.

PHY 304 is primarily devoted to electromagnetic dynamics and, time allowing, applications. Prerequisites: A course in differential equations (MTH 303 or MTH 304), PHY 201, and PHY 203.

PHY 307. Quantum Mechanics I (3).

Topics are selected from, but not limited to, the quantum nature of reality, the Schroedinger equation, square-well potentials, the simple harmonic oscillator, tunneling, angular momentum, the hydrogen atom and the periodic table. Prerequisites: A course in differential equations (MTH 303 or MTH 304), PHY 201, and PHY 203.

PHY 308. Quantum Mechanics II (3).

Continuation of PHY 307, focusing on applications. Topics covered include, but are not necessarily restricted to, time-independent perturbation theory, variational principles, approximation, time-dependent perturbation theory, and scattering.

PHY 311. Electronics I (4).

A course in scientific (as opposed to consumer) analog electronics. Topics include use of electronic test equipment, circuit theory, analog applications of discrete passive and active devices and analog integrated circuits. Op-amp applications (amplifiers, adders, integrators, differentiators, active inductors, oscillators, active filters, etc.) are the primary interest. Other integrated circuits such as voltage regulators, function generators, multipliers and phase locked loops may be introduced as time allows. Prerequisites: Calculus II (MTH 146 or MTH 152) and General Physics (PHY 102 or PHY 106). Three lecture hours and one three-hour laboratory period per week.

PHY 312. Electronics II (4).

A course in scientific (as opposed to consumer) digital electronics. Topics include use of electronic test equipment, digital applications of discrete passive and active devices, digital integrated circuits (gates, decoders, flip-flops, counters, shift-registers, digital memory, clocks), and analog/digital hybrids such as comparators, analog switches and gates with Schmitt trigger inputs. Applications include bus interfacing, multiplexing, wave shaping, digital-to-analog conversion and analog-to-digital conversion. Prerequisites: Calculus II (MTH 146 or MTH 152) and General Physics (PHY 102 or PHY 106). Three lecture hours and one three-hour laboratory per week.

PHY 321. Analytical Mechanics I (3).

An advanced undergraduate course treating mechanics in the Newtonian, Lagrangian and Hamiltonian formulations with applications. Prerequisite: PHY 201. Prerequisite or corequisite: MTH 303 or MTH 304 and PHY 203.

PHY 322. Analytical Mechanics II (3).

An advanced undergraduate course treating mechanics in the Newtonian, Lagrangian and Hamiltonian formulations with applications. Prerequisites: A course in differential equations (MTH 303 or MTH 304), PHY 201, and PHY 203.

PHY 331. Atomic & Nuclear Physics Laboratory (1).

Experimental topics are drawn from, but not limited to, microwave optics and the physics of the nucleus. Prerequisite: PHY 203. One three-hour laboratory period each week for one semester.

PHY 333. Computational Physics (3).

An introduction to computer techniques and simulations emphasizing problem solving in physics and the use of statistical, differential, integral, graphical, and numerical methods. Examples will be drawn from classical, statistical, and quantum mechanics and will include numerical integration, differentiation, and the solution of ordinary and partial differential equations, using programs such as Excel, Maple, Matlab, Mathematica etc. Prerequisites: MTH 145 and MTH 146. Corequisite: MTH 245.

PHY 390. Independent Study in Physics (1-3).

A student who wishes to pursue an independent study project for academic credit must submit, prior to registration, a proposed plan of study that includes the topic to be studied and goal to be achieved, the methodology to be followed, schedule of supervision, end product, evaluation procedure and number of credits sought. The proposal must be approved by the supervising faculty member, the department chair and the academic dean. It will be kept on file in the dean of arts and science's office.

PHY 399. Independent Study (3).**PHY 401. Mathematical Physics (3).**

Topics are selected from, but not limited to, matrix algebra, complex analysis, Fourier series and Fourier analysis, classical functions of mathematical physics (orthogonal polynomials, Bessel functions, gamma function,...) and applications. Prerequisites: General Physics 11 (PHY 102 or PHY 106) and a course in differential equations (MTH 303 or MTH 304).

PHY 403. Physical Optics (3).

An intermediate course in physical optics, designed for senior physics majors, treating interference, diffraction, absorption, polarization and other aspects of electromagnetic wave phenomena. Prerequisite: PHY 303.

PHY 405. Statistical Physics (3).

This course deals with statistical methods applied to systems of particles, statistical thermodynamics and the statistical treatment of quantized systems. Applications to diverse topics such as ideal and non-ideal gases, black body radiation, metallic conduction and

magnetic effects are developed. Prerequisite: PHY 203. Prerequisite or corequisite: PHY 321.

PHY 407. Condensed Matter Physics (3).

Structure and binding of solids, electrical, magnetic and optical properties. Prerequisite or co-requisite: PHY 307.

PHY 408. Nuclear Physics (3).

Problems of nuclear forces, structure and stability, nuclear reactions. Prerequisite: PHY 307.

PHY 431. Advanced Physics Laboratory (1).

Experimental topics are selected from, but not limited to, x-ray physics and applications such as atomic shell structure and crystal structure. Prerequisite: PHY 203. One three-hour laboratory period each week for one semester.

PHY 441. Research Projects in Physics (1-3).

A laboratory course designed to apply the principles and techniques of experimental and/or theoretical physics to a senior project. The student engages in one or more research projects under the direction of one of the staff. One equivalent laboratory period per credit weekly for one year. Prerequisite/corequisite: PHY 280.

PHY 476. Physics Capstone (3).

Capstone to the physics major. Independent research in collaboration with a faculty supervisor. (The nature of the project will vary with student interests and goals and faculty resources, but may include library research, creative work, theoretical or computational research, or laboratory work.) Students will give formal oral presentations on their research and write a comprehensive thesis on the work. Open to senior majors in physics and others with the consent of the program director. May be pursued in conjunction with honors theses if the projects are compatible with the requirements of each program, and with the prior consent of both programs. For students in the Bachelors-Masters engineering program with Syracuse University, may be pursued in conjunction with engineering projects at Syracuse if compatible with the requirements of each program, and with the prior consent of the program director. (Such projects must also have a Le Moyne College faculty supervisor.) Open to senior majors in physics and others with the consent of the program director.

PHY 490. Physics Internship (1-6).

Participation in a field learning experience related to the area of physics. The student will report as required to the faculty member assigned to supervise this field experience and is expected to evaluate the experience and relate it to his or her academic program. Three hours of field work per week for 14 weeks will be required to generate one credit. Prerequisites: junior standing and permission of the department chair.

PHY 491. Physics Internship (1-6).

Participation in a field learning experience related to the area of physics. The student will report as required to the faculty member assigned to

supervise this field experience and is expected to evaluate the experience and relate it to his or her academic program. Three hours of field work per week for 14 weeks will be required to generate one credit. Prerequisites: junior standing and permission of the department chair.



Political Science

Chair: Delia Popescu

Associate Professor(s): Matthew Loveland

Assistant Professor(s): Jonathan Parent

Adjunct(s): Anirban Acharya, Mary Ellen Mangino, James T. Snyder

The Department of Political Science has as its main objective educating students to the political concerns of society. The coursework covers the wide range of topics associated with the discipline, and provides solid preparation for such career choices as graduate school, law school, business, journalism, education and public service. To facilitate academic focus the department offers five concentrations (Pre-Law, Public Service, International Relations/Comparative Politics, General Study and Education). Whatever career path is chosen, however, the department's primary mission is to prepare students for a life of active and informed citizenship.

Students majoring in political science must choose a concentration with the advice and consent of the departmental advisor. Each of the department's five concentrations provides rigorous training with emphasis on the skills needed to prepare for careers or post-graduate education. The Pre-Law concentration offers students a well-rounded curriculum focused on critical thinking and analytical skills for law school or for graduate work related to the academic study of law. The Public Service concentration prepares students for careers at all levels of public administration and policy making. The International Relations/Comparative Politics concentration offers training in the dynamic issues of international affairs and prepares students for careers in diplomacy, foreign service, international organizations and any other careers that requires knowledge of international issues.

In keeping with Le Moyne's Jesuit heritage and our nation's democratic creed, the faculty of the department is committed in our various courses, classes and pedagogical methods to the following goals: (1) development of critical thinking skills, (2) growth in values awareness, (3) development of decision-making skills, (4) sensitizing students to the role of power and the pervasiveness of politics, (5) development of political skills and (6) the combined use of these skills for possible future public service, whether local, state, national or international.

As part of our commitment to these objectives, the department requires that majors complete one of the following practical experiences: Two one-credit service learning courses, an internship, a study abroad experience or any similar practical experience to be decided in consultation with the department chair (for a minimum of two credit hours). These experiences are designed to link the students' academic learning with real world experiences of citizenship.

- One of the following:** 3
- PSC 451 American Constitutional Law I
 - PSC 452 American Constitutional Law II
 - PSC 324 Congress
- Two of the following:** 6
- PSC 243 Law and Politics
 - PSC 301 The U.S. Supreme Court
 - PSC 362 International Law
 - PSC 405 International Human Rights

Political Science Major

Pre-Law Concentration

Core Requirements	Hours
COR 100 First Year Seminar	3
WRT 101 Critical Writing	3
PHL 110 Introduction to Philosophy	3
HST 110 - HST 111 World Civilization	6
ENG 210 Major Authors	3
PHL 210 Moral Philosophy	3
Theology	3
EAC Encountering Another Culture/Language	6
ENG 310 Literature and Culture	3
Mathematics	3
Social Science	3
Natural Science	3
IDS Interdisciplinary Studies*	3
Religion	3
COR 400 Transformations	3
Visual & Performing Arts*	1
Diversity*	0

NOTE: Some Core requirements may be fulfilled by major requirements.

* See core section for more information. Because there have been substantial changes to the core curriculum, the above requirements may not apply to all students; for students who entered Le Moyne College prior to Fall 2013, be sure to consult with your advisor for appropriate course selection(s).

Major Requirements	Hours
PSC 101 American National Politics	3
PSC 201 The Scope of Political Science	3
PSC 202 Methods of Political Science	3
PSC 205 Introduction to Legal Studies	3
PSC 207 Power and Justice	3
MTH 111 Introduction to Statistics I (with Computer Lab)	4
Political Science Electives	6
Internship, Service Learning or Study Abroad	2
One of the following:	3
PSC 303 Democracy and Its Critics	
PSC 367 War, Peace and Violence	
PSC 325 Conservatism in America	

Major Support	Hours
One of the following:	3
HST 211 American History Survey I	
HST 212 American History Survey II	
One of the following:	3
PHL 310 Informal Logic	
PHL 311 Introduction to Formal Logic	
PHL 312 Symbolic Logic	
PHL 362 Theory of Knowledge	
PHL 363 Analytic Philosophy	
LAW 200 or 300 level	3
Two of the following:	6
PHL 350 Philosophy of Law	
PSY 335 Psychology and the Law	
SOC 321 Law, Society and Social Science	
ENG 395 Nonfiction Writing Workshop *	3
ENG 397 Writing Nonfiction:	3
*Must be of legal content. See your advisor for more information. Not offered every year.	

Public Service Concentration

Major Requirements	Hours
PSC 101 American National Politics	3
PSC 201 The Scope of Political Science	3
PSC 202 Methods of Political Science	3
PSC 207 Power and Justice	3
MTH 111 Introduction to Statistics I (with Computer Lab) (fulfills Core Math)	4
PSC Elective	3
Internship, Service Learning or Study Abroad	2
One of the following:	3
PSC 105 Comparative Politics	
PSC 375 The New Europe: Central & Eastern Europe	
One of the following:	3
PSC 303 Democracy and Its Critics	
PSC 325 Conservatism in America	

Three of the following: 9

- PSC 221 State Government and Politics
- PSC 223 The Presidency
- PSC 322 Urban Politics
- PSC 324 Congress
- PSC 331 Introduction to Public Administration
- PSC 332 Public Policy
- PSC 344 Immigration
- PSC 345 Government and Business

Major Support	Hours
ECO 113 Principles of Microeconomics	3
ECO 114 Principles of Macroeconomics	3
HST 212 American History Survey II	3
One of the following:	3
ECO 205 Economics of Public Policy Analysis	
ECO 335 Economics of Poverty	
HRM 301 Human Resource Management	
One of the following: MTH 112, CSC Elective or two EAC/language courses	6

International Relations/Comparative Politics Concentration

Major Requirements	Hours
PSC 105 Comparative Politics	3
PSC 201 The Scope of Political Science	3
PSC 202 Methods of Political Science	3
PSC 207 Power and Justice	3
MTH 111 Introduction to Statistics I (with Computer Lab) (fulfills Core Math)	4
PSC Elective	3
Internship, Service Learning or Study Abroad	2
Five of the following:	15
PSC 261 International Politics	
PSC 303 Democracy and Its Critics	
PSC 362 International Law	
PSC 363 U.S. Foreign Policy	
PSC 366 Globalization: the Politics of International Economic Relations	
PSC 367 War, Peace and Violence	
PSC 375 The New Europe: Central & Eastern Europe	
PSC 405 International Human Rights	
Major Support	Hours
ANT Elective or ECO Elective	3
PHL Elective, REL Elective or EAC	3
Two HST 300 Electives (EAC)	6

General Study Concentration

Major Requirements	Hours
PSC 101 American National Politics	3
PSC 201 The Scope of Political Science	3
PSC 202 Methods of Political Science	3
MTH 111 Introduction to Statistics I (with Computer Lab) (fulfills Core Math)	4
Political Science Electives	21
Internship, Service Learning or Study Abroad	2
Major Support	Hours
Social Science (sociology, anthropology, criminal justice, psychology, economics, education)	9
HST 211 American History Survey I	3
HST 212 American History Survey II	3
MTH 111 Introduction to Statistics I (with Computer Lab)	4
Foreign Language**	6
Free Electives	24

* Each semester some courses are identified as containing service learning experiences. Each service learning experience is worth one credit hour.

**Political science majors are required either to take two semesters of the same language at the introductory or intermediate level or to complete one course past the intermediate level.

Typical Program for Pre-Law Concentration

First Semester	Hours	Second Semester	Hours
Freshman Year			
PSC 101	3	PSC 207	3
WRT 101	3	MTH 111	4
HST 110	3	HST 111	3
COR 100	3	PHL 110	3
EAC	3	EAC	3
Sophomore Year			
PSC 201	3	PSC 202	3
LGS 201	3	PSC 243/301/362/405	3
Natural Science	3	PHL 210	3
		Social Science	3
		HST Elective	3
Junior Year			
Social Science	3	PSC Elective	3
PSC 451/452/324	3	Free Elective	3
PSC 243/301/362/405	3	PHL Elective	3
PSY Elective	3	PSC 303/367/325	3
ENG 310	3	LAW Elective	3
Senior Year			
PSC Elective	3	Intern/Srv Learning	2
COR 400A	3	Free Elective	3
ENG Elective	3	Free Elective	3

SOC Elective	3	Free Elective	3
Theology	3		

History Elective	3	PHL/REL/ENG Elective	3
EAC	3	ANT/ECO Elective	3
ENG 310	3	Free Elective	3

Typical Program for Public Service Concentration

First Semester	Hours	Second Semester	Hours
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Freshman Year

PSC 101	3	PSC 207	3
WRT 101	3	MTH 111	4
HST 110	3	HST 111	3
COR 100	3	PHL 110	3
EAC	3	EAC	3

Sophomore Year

PSC 201	3	PSC 202	3
PSC 221/223	3	PSC 322/324/344	3
Natural Science	3	PHL 210	3
ENG 210	3	Social Science	3
Theology	3	MTH 112	3

Junior Year

Social Science	3	CSC/Foreign Language	3
PSC 105/PSC 375	3	PSC Elective	3
History Elective	3	HST 212	3
ECO 113	3	ECO 114	3
ENG 310	3	Free Elective	3

Senior Year

COR 400A	3	Intern/Srv Learning	3
PSC 331/332/345	3		
PSC Elective	3		
ECO 205/HRM 301	3		
Theology	3		

Typical Program for International Relations/Comparative Politics Concentration

First Semester	Hours	Second Semester	Hours
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Freshman Year

PSC 105	3	PSC 207	3
WRT 101	3	MTH 111	4
HST 110	3	HST 111	3
COR 100	3	PHL 110	3
EAC	3	EAC	3

Sophomore Year

PSC 201	3	PSC 202	3
PSC 261	3	PSC 362/PSC 405	3
Natural Science	3	PHL 210	3
ENG 210	3	Social Science	3
Theology	3	EAC	3

Junior Year

Social Science	3	PSC 367	3
PSC 366/PSC 363	3	PSC Elective	3

Senior Year

COR 400A	3	Intern/Srv Learn/Stud Ab 3	
PSC 375	3		
PSC Elective	3		
History Elective	3		
Theology	3		

Typical Program for General Study Concentration

First Semester	Hours	Second Semester	Hours
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Freshman Year

WRT 101	3	PHL 110	3
HST 110	3	HST 111	3
EAC	3	EAC	3
Social Science	3	Natural Science	3
PSC 101	3	PSC Elective	3

Sophomore Year

ENG 210	3	Theology	3
PHL 210	3	Social Science	3
MTH 111	4	PSC Elective	3
PSC 201	3	PSC 202	3
Elective	3	Elective	3

Junior Year

ENG 310	3	Elective	3
PHL 301	3	HST 212	3
HST 211	3	PSC Elective	3
Elective	3	PSC Elective	3
PSC Elective	3	Service Learning	1
Service Learning	1		

Senior Year

COR 400A	3	PSC Elective	3
Social Science	3	Elective	3
PSC Elective	3	Elective	3
Elective	3		
Elective	3		

Double Majors

Political Science can be paired with a variety of other majors for a double major, including: history, peace and global studies, theatre.

Double Major in Political Science and History

Core Requirements	Hours
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COR 100 First Year Seminar	3
WRT 101 Critical Writing	3
PHL 110 Introduction to Philosophy	3

HST 110 - HST 111 World Civilization	6	Foreign Language	18
ENG 210 Major Authors	3	Free Electives***	17
PHL 210 Moral Philosophy	3	PGS 101 Introduction to Anthropology	3
Theology	3	PGS 201 Introduction to Peace & Global Studies	3
EAC Encountering Another Culture/Language	6	PSC 201 The Scope of Political Science	3
ENG 310 Literature and Culture	3	PSC 202 Methods of Political Science	3
Mathematics	3	PSC Electives (300 or higher)	6
Social Science	3	Social Science (fulfilled by major requirements)	
Natural Science	3	Statistics	4
IDS Interdisciplinary Studies*	3		
Religion	3		
COR 400 Transformations	3		
Visual & Performing Arts*	1		
Diversity*	0		

* Twelve of the 18 credit hours should be courses with PGS/PSC cross listing.

** normally fulfilled by study abroad experience.

***students are urged to fulfill the extra two credit hours through participation in service learning courses.

NOTE: Some Core requirements may be fulfilled by major requirements. * See core section for more information. Because there have been substantial changes to the core curriculum, the above requirements may not apply to all students; for students who entered Le Moyne College prior to Fall 2013, be sure to consult with your advisor for appropriate course selection(s).

Major Requirements	Hours
HST 211 American History Survey I	3
HST 212 American History Survey II	3
HST 301 Methods of Historical Research	3
HST 302 Historical Research and Writing	3
HST Electives	18
Internship, Service Learning or Study Abroad*	2
PSC 101 American National Politics	3
PSC 201 The Scope of Political Science	3
PSC 202 Methods of Political Science	3
PSC Electives*	21
Major Support	Hours
MTH 111 Introduction to Statistics I (with Computer Lab)	4
Foreign Language	6
Social Science courses (other than PSC)	6
Free Electives	3-9

(Depends on how many cross-listed HST/PSC courses are taken.)

* Two cross-listed HST/PSC courses may be double-counted for both the HST and PSC major requirement credits, lowering the total major credit count from 62 to 56.

Double Major in Political Science and Peace and Global Studies

Major Requirements	Hours
Capstone Course	3
Capstone Experience**	3
Electives - Regional*	9
Electives - Thematic*	9

Double Major in Political Science and Theatre

Major Requirements	Hours
PSC 101 American National Politics or PSC 105 Comparative Politics	3
PSC 201 The Scope of Political Science	3
PSC 202 Methods of Political Science	3
One of the following:	3
THR 203 Voice and Movement	
CMM 201 Fundamentals of Speech	
THR 105 Introduction to Theatre	3
THR 110 Stagecraft	3
THR 205 Acting I	3
THR 210 Fundamentals of Design for Theatre	3
THR 260 Theatre Practicum (must take 3 credits total)	1
THR 302 The Western Drama Tradition	3
THR 440 Theatre Context	4
THR/ENG Dramatic Lit	3

Major Support	Hours
MTH 111 Introduction to Statistics I (with Computer Lab)	4
Foreign Language (fulfills core EAC requirement)	6
Internship, Service Learning or Study Abroad	2

Electives	Hours
Theatre Arts Electives	9
Social Science Electives	9
Political Science Electives	21

B.A. in Political Science with Teacher Certification

Please refer to the Department of Education section for details or contact the chair of the department of political science.

Political Science Minor

A political science minor is recommended for students who major in another field (e.g. business, accounting, etc.) but wish to broaden their career possibilities. For a minor in political science, 15 semester hours of political science courses, including American National Politics (PSC 101), are required.

Legal Studies Minor

Director: Delia Popescu

Legal Studies focuses on law as a social phenomenon, and legal systems as both cultural systems and institutional systems. Much of jurisprudential theory identifies justice both as the first value of law and as the standard against which legal systems are to be judged. Within this framework, special attention is focused on the role of law in the lives of society's least advantaged populations. Consistent both with this understanding of justice and with the College's mission of education for social justice, engaged citizenship and service in the interests of the disadvantaged, the legal studies minor will emphasize problem-solving, values identification and critical thinking skills.

Although housed within the political science department, the legal studies minor is an interdisciplinary course of study composed of five courses. It is designed for both law school-bound students and those who want to gain a credential that complements their major and future careers.

Legal Studies Minor

15 credits total.

Minor Requirements	Hours
LGS 201 Introduction to Legal Studies	3
One course from the following humanities courses:	3
PHL 350 Philosophy of Law	
HST 316 History of American Law	
LGS 230 Legal Research and Writing	
One course from the following Madden School of Business courses:	3
LAW 200 Legal Environment of Business	
LAW 300 Law: Bus & Fin Organizations	
LAW 310 Business Law for Accountants	
LAW 330 Consumer Law	

One course from the following social science courses: 3

 PSY 335 Psychology and the Law
 SOC 321 Law, Society and Social Science
 PSC 301 The U.S. Supreme Court
 PSC 362 International Law
 PSC 405 International Human Rights

One capstone course* from the following courses: 3

 PSC 451 American Constitutional Law I
 PSC 452 American Constitutional Law II
 Internships from various disciplines
 Departmental honors/research projects from various disciplines

* The legal studies director will exercise flexibility in the development of capstone coursework in a manner that maximizes the educational benefit of the student.

Courses

LGS 201 (PSC 205). Introduction to Legal Studies (3).

This course is an introduction to the American legal system: its processes, institutions, actors, objectives, values, and impact. We will investigate not only how law affects society but also how it affects the attitudes and actions of individuals in everyday life. To study this, an interdisciplinary approach is adopted and theories that range from the mainstream to the critical will be examined. This course is required for the LGS minor; it may also be taken as a PSC offering.

LGS 230 (PSC 230). Legal Research and Writing (3).

Students will be introduced to the skills of legal analysis, legal research, and legal writing. The course will focus on building a basic legal vocabulary, issue recognition, effective organization, clear writing, and proper legal citation. Students will also have an opportunity to strengthen their speaking skills by participating in oral arguments. These skills form the essential building blocks of critical and logical thinking, and will serve any student interested in pursuing legal studies, advancing their undergraduate educations, entering graduate school, or working in science or business.

LGS 250 (LAW 200). Legal Environment of Business (3).

This course provides an introduction to the various ways in which laws and the legal system affect the conduct of business. Students will be encouraged to use their understanding of law and the legal system as a tool in ethical business decision making. Some reference to the impact of law in the international sphere will be included.

LGS 300 (LAW 300). Law: Bus & Fin Organizations (3).

The law governing business organizations is introduced by a study of the rules governing a complex business organization, the bank collection system and the instruments it handles. The legal environment of all business organizations is studied with an emphasis on the creation, operation and liability of the business organization through a study of agency, partnership and corporations along with securities and anti-trust law. A brief study of bankruptcy will address some of the legal problems created by the failure of a business. Prerequisite: LAW 200 or permission of the instructor.

LGS 301 (PSC 301). The U.S. Supreme Court (3).

An examination of the personalities, politics, processes, decision-making and impact of the United States Supreme Court.

LGS 310 (LAW 310). Business Law for Accountants (3).

A continuation of LAW 200. This course will focus on the law of business organizations including partnerships, corporations, employer-employee relationships, principal-agency relationships and topics closely related to business organizations. Such topics will include commercial transactions, bankruptcy and suretyship. An emphasis will be placed on the role of the accountant with respect to all topics. Prerequisite: LAW 200.

LGS 316 (HST 316). History of American Law (3).

This course will weave together the history of legal and constitutional thought with the history of law's part in social and political change and in everyday life. It will consider a wide variety of texts and events but will concentrate on: colonial antecedents; revolution and constitution making; the golden age of American law; courts and the rise of industrial capitalism; Black slavery and freedom; achievements and limits of liberal legal reform; the experience of women's labor and civil rights movements; and legal realism and the rise of the administrative state.

LGS 320 (LAW 320). Topics Law & Public Policy I (3).

Courses in this series offer an in-depth exploration of specific topics within the various fields of business law as well as topics of current interest to the instructor or students. Prerequisite: LAW 200 or permission of the instructor.

LGS 321 (SOC 321/CJS 321). Law, Society & Social Science (3).

The structure and functions of law as an institution are analyzed from the perspectives of classical and contemporary social scientific theories. The legal processes of the assignment of responsibility, the resolution of disputes, the distribution of social rewards and the imposition of sanctions are studied in cross-cultural perspective. Attention is also focused on the use of social scientific knowledge by legal institutions.

LGS 330 (LAW 330). Consumer Law (3).

This course investigates the legal techniques-judicial, legislative and administrative-for controlling marketing and credit practices. Advertising, abusive sales practices such as bait and switch, the extension of credit, repossession and debt collection are among topics examined. Prerequisite: LAW 200.

LGS 335 (PSY 335/CJS 335). Psychology and the Law (3).

The legal system is a pervasive and important part of our lives. The goal of this course is to help students develop an understanding of the psychological aspects of the functioning of the system and the effects of the legal system on us. This course will address the social psychological aspects that impact and are impacted by the legal system. Students will develop an understanding of many issues, including how psychologists contribute to the law and the legal system, psychological theories of crime, psychological issues related to the selection and performance of police officers, the dynamics of eyewitness testimony, jury selection and performance and confessions.

LGS 340. International Business Law (3).

This course introduces the international legal environment of business through a study of differing legal systems and the methods of international trade regulation. Part One focuses on the economic, social and political forces that shape the development of international law and its related legal institutions including an overview of the public and private legal tools used to regulate business and settle disputes. Part Two will deal with the international commercial transaction with a focus on private law. Part Three will cover the public law aspects of international and US trade law including GATT, import and export regulations and NAFTA. Part Four deals with the legal risks associated with international trade, environmental concerns, nationalization and privatization. Students will be encouraged to use their knowledge of law and the legal system as a tool in business and policy decision making.

LGS 350 (PHL 350). Philosophy of Law (3).

This is not a course in the study of law. It is a course designed to afford students who have an interest in the law (not necessarily professional) an opportunity to reflect on the philosophical presuppositions of the law and the philosophical problems that arise within the general domain of jurisprudence. Based on readings (historical and contemporary) written by both philosophers and jurists, the course typically addresses general theories of law, law and morality, judicial reasoning and crime and punishment. Students should expect to do a great deal of linguistic analysis as well as some case study. (A)

LGS 362 (PGS 364/PSC 362). International Law (3).

The course will examine the theory and practice of International Law (IL) with reference to various events, which shaped the development of international law in all its forms (norms, rules, principles, precedent, custom, treaties etc). The course will emphasize current international legal norms and possibilities for future development.

LGS 451 (PSC 451). American Constitutional Law I (3).

A study of selected problems in constitutional law with emphasis on areas of current concern. Material consists of case studies, selected articles, commentaries and judicial biographies. The Supreme Court is viewed as a social, economic and cultural force in our political system as well as a source and arbiter of law and order. The interaction of the court and interest groups is examined in connection with the development of constitutional law. Prerequisite: permission of the instructor or department chair.

LGS 452 (PSC 452). American Constitutional Law II (3).

A study of selected problems in constitutional law with emphasis on areas of current concern. Material consists of case studies, selected articles, commentaries and judicial biographies. The Supreme Court is viewed as a social, economic and cultural force in our political system as well as a source and arbiter of law and order. The interaction of the court and interest groups is examined in connection with the development of constitutional law. Prerequisite: permission of the instructor or department chair.

PSC 100 (CJS 100). Contemp Issues Amer Politics (3).

A study of several important issues in contemporary American society and of the manner in which they are being handled by our political system. Among the issues covered are: the energy crisis, nuclear energy, toxic wastes, inflation, recession, government spending, crime, military spending, the arms race and the new religious right. This course does not fulfill requirements for a major in political science; it will carry credit toward a minor. Fulfills Core Requirement(s): Diversity (DIV).

PSC 101. American National Politics (3).

A study of the institutions, culture, ideologies and political processes that go into the making of government and politics in the United States on the national level. A one-credit service learning experience may be offered in conjunction for non-majors. This course, and the service learning experience integrated into it, are required of all Political Science majors.

PSC 105 (PGS 105). Comparative Politics (3).

This course will introduce you to the comparative analysis of governments, political movements, institutions, cultures, and ideologies around the world. The course will comparatively address a variety of cases including the UK, France, Brazil, Iran, China, Russia, India, Nigeria, and the U.S. Fulfills Core Requirement(s): DIV.

PSC 201. Introduction to Political Science (3).

An introduction to the philosophy and methodology of the scientific study of politics. A survey of the various approaches to political science and their utility. Required of all Political Science majors.

PSC 201. The Scope of Political Science (3).

An introduction to the philosophy and methodology of the scientific study of politics. A survey of the various approaches to political science and their utility. Required of all Political Science majors.

PSC 202 (SOC 201/CJS 201). Methods of Political Science (3).

First semester: an introduction to the philosophy and methodology of the scientific study of politics. A survey of the various approaches to political science and their utility. Second semester: research methodology, the analysis of political data, survey research methods. Required of all Political Science majors. Prerequisites: ANT 101, ANT 102, SOC 101, CJS 101 or PSC 101 and MTH 111.

PSC 203. Public Opinion, Political Behavior, and Policy (3).

Politicians and members of the media often refer to public opinion when discussing policy options and political strategy. Scholars study public opinion as a way to describe and explain political behavior, social divisions, and policy debates. But what is 'public opinion' and does it affect policy decisions, voting, or activism? This course surveys classical and contemporary scholarly approaches to theorizing and measuring public opinion, as well as the role of 'public opinion' in the framing of political debate, political action, and the formation of public policy.

PSC 205 (LGS 201). Introduction to Legal Studies (3).

An introduction to the American legal system: its processes, institutions, actors, objectives, values, and impact. We will investigate how law affects not only society but also how it affects the attitudes and actions of individuals in everyday life. To study this, an interdisciplinary approach is adopted and theories that range from the mainstream to the critical will be examined. This course is required for the LGS minor.

PSC 207. Power and Justice (3).

What is power? How do we know when power is exercised unjustly? This introductory course in political theory examines classic texts in political theory that explore three interrelated themes: The mechanisms of power, identity, and resistance. The aim of the course is to clarify: the mechanisms of power, how individuals function within these power structures and how they can resist unjust power. Fulfills Core Requirement(s): Diversity (DIV).

PSC 221. State Government and Politics (3).

This course examines the role of the states in the U.S. political system, with special emphasis on New York State government's institutions, political processes and public policies. The evolving nature of federalism and intergovernmental relations is covered, as are specific areas of state policy: education, environment, criminal justice, welfare, healthcare and economic development. A field trip to Albany focusing on a current controversy in state politics is a required part of the course.

PSC 223. The Presidency (3).

A study of the legal and political powers and responsibilities of the presidency, especially as influenced by trends in national and international life. The task of chief executive receives major attention.

PSC 230 (LGS 230). Legal Research and Writing (3).

An introduction to the skills of legal analysis, legal research, and legal writing. The course will focus on building a basic legal vocabulary, issue recognition, effective organization, clear writing, and proper legal citation. Students will also have an opportunity to strengthen their speaking skills by participating in oral arguments. These skills form the essential building blocks of critical and logical thinking, and will serve any student interested in pursuing legal studies, advancing their undergraduate education, entering graduate school, or working in science or business.

PSC 243 (LGS 243). Law and Politics (3).

A study of the relationship between legal and political norms, actors and institutions. Through analysis of contemporary controversies the following questions are examined: How is law political? Can or should judging be value free? What are the alternatives to going to court? What values does the legal system maintain? Can law change an unwilling society? Fulfills Core Requirement(s): Interdisciplinary Studies (IDS).

PSC 261 (PGS 261). International Politics (3).

A survey of some major problems associated with international politics. Special attention is given to the study of nationalism, the nation-state, international organization (especially the United Nations), and the comparative foreign policies of selected nations. Fulfills Core Requirement(s): Diversity (DIV).

PSC 301 (LGS 301). The U.S. Supreme Court (3).

An examination of the personalities, politics, processes, decision-making and impact of the United States Supreme Court.

PSC 303 (PGS 303). Democracy and Its Critics (3).

The term "democracy" has become synonymous with legitimate rule. But what kind of democracy is the true fountain of legitimacy? What type of institutions are best fitted for instituting democracy? What are the conditions without which democracy cannot survive? Who is included in the phrase "we, the people"? Are democratic regimes more viable in homogenous or heterogeneous societies? Can democracy be tyrannical? This course investigates historical and contemporary controversies that reflect various challenges to democracy, the forms of actual democratic politics, and the meaning of "democracy" as a concept. Fulfills Core Requirement(s): Interdisciplinary Studies (IDS) and Diversity (DIV).

PSC 310. US Diplomatic Hst Since 1900 (3).

Emphasis is on the rise of the United States to world power and on its diplomacy before, during and after the two world wars. May be taken for history or political science credit.

PSC 312 (GWS 312/HST 344). Women and Politics (3).

The goal of this course is to make women visible and their voices audible in the study of American politics. "Politics" is broadly construed to include the politics of everyday life as well as that of national institutions. While gender politics is stressed, we will also study how race, ethnicity, class, sexual orientation, religion, disability and age affect a person's place and role in American society, culture and politics. Fulfills Core requirement(s): DIV.

PSC 314 (REL 314). Church and State in the United States (3).

An overview of church-state relations from colonial times to the present. It includes: judicial decisions on the establishment of religion and the freedom of religious practice; the power of religious groups in the political process; churchstate relationships in other nations.

PSC 320 (PHL 366). The Self, Society, and Justice (3).

The self is one of the most familiar and yet most mysterious of concepts. We take for granted the idea that we have or are a self, and we regularly and comfortably refer to selves. But what is the self? And what are the moral and political implications for how we understand justice and the self? This course explores the nature of the self through philosophical and social scientific lenses. We will consider classic philosophical and social scientific discussions of the self, as well as the ways in which these disciplines can challenge, enrich, and play off of each other. Prerequisites: PHL 110. Fulfills Core Requirement(s): Interdisciplinary Studies (IDS).

PSC 322. Urban Politics (3).

A study of the effects on the government and politics of urban areas due to the trends that have made America predominantly urbanized. Questions treated include the political effects of population changes, metropolitan governmental structures and the federal system's dynamics concerning urban areas.

PSC 324. Congress (3).

Congress, its structure and processes, is the prime focus, but similarities to other legislative systems are examined. The relationship between individual and institutional goals is studied as it is influenced by political demands and opportunities.

PSC 325. Conservatism in America (3).

What is conservative political thought? Is there such a thing as a coherent conservative political philosophy? This course examines classic conservative texts with a focus on the principles that established its foundations. The course follows the intellectual evolution of

the conservative tradition in both Europe and America. Fulfills Core Requirement(s): Diversity (DIV).

PSC 329 (HST 329/PGS 329/GWS 329). History of Latin Amer Social Movements (3).

Will examine peaceful Latin American social change movements in historical and global context. The civil components of violent revolutions will be examined along with peaceful social movements that confronted ruthless dictatorships across Latin America, energizing democracy and expanding ethnic rights. The course will look at how these movements re-defined gender roles and placed the economic and environmental concerns of the poor in the international spotlight. Fulfills Core Requirement(s): Diversity (DIV) and Cultural Elective (CE).

PSC 331. Introduction to Public Administration (3).

The history, background and terminology of the administrative process; the function of the administrator; the theory of organization and its practice; personnel administration; financial administration and the budgetary process; administrative law; traditional branches of government as they relate to administration; current trends and problems.

PSC 332. Public Policy (3).

An examination of the public policy making process with emphasis on policy planning, decision making, policy impact and policy evaluation. Focuses on specific program areas such as education, the environment, health care, crime and punishment. A one-credit integrated service learning experience may be offered with this course.

PSC 333. Environmental Politics (3).

A study of the political institutions, actors, laws and policies affecting the environment. The course deals with value choices underlying public policies in areas such as air and water pollution, waste disposal, and ozone depletion. The course examines how such policies are made and implemented, as well as what actions, both individual and collective, can be taken to alleviate such problems.

PSC 334 (GWS 334/PGS 334). Social Activism (3).

An experiential and academic examination of social activism in the United States. The course first explores the meaning of citizenship and the role of activism in a democratic republic. It then focuses on how activism is done by analyzing various social movements and the impact they have had on citizenship, public policy and social change. Fulfills Core Requirement(s): Diversity (DIV) and Interdisciplinary Studies (IDS).

PSC 340. Science Technology and Society (3).

The interdisciplinary study of science and technology. This course explores the relationship between science and technology on the one hand and politics, culture, economics and society on the other. The role of government, the responsibilities of citizenship and the process of making science and technology policy are covered. Special emphasis is placed on cases from the fields of biotechnology and medicine.

PSC 344 (CJS 343/SOC 343/PGS 344). Immigration (3).

This course examines the topic of immigration from multiple perspectives: historical comparison between current and previous waves of immigrants, political debates over what we should do locally and nationally, the complex economic and social impacts of immigrants (both legal and unauthorized), the changing legal environment, comparative immigration policies, and the post-9/11 national security implications of immigration. This course aims to have you explore and challenge your own views, try to make sense of completing arguments and evidence, and gain a respect for perspectives not your own. A visit to the National Immigration Museum at Ellis Island is planned. Fulfills Core Requirement(s): Diversity (DIV).

PSC 345. Government and Business (3).

This course explores the impact of business strategies and power on government decisions. It then focuses on government policies that influence business behavior. This topic addresses a central and timely question: What is the proper relationship between government and business that would best promote the culture's values and the public good?

PSC 351. Political Parties (3).

An experiential and reflective study of the activity of the political parties, especially regarding elections, with some attention to the structure and functions of parties in different nations and their promotion of democratic participation.

PSC 351S. Polit Parties: Service Learning (1).

PSC 353 (CMM 353). Government and the Mass Media (3).

The interaction between the United States government and the "Fourth Estate" will be studied through an examination of theoretical works, descriptive narratives, empirical studies and current events. Issues studied will include how the government attempts to control and regulate the media.

PSC 354. Politics in Film (3).

An examination of the political messages and implications of contemporary films. This course examines both how films portray politicians and the political system, as well as the more subtle political messages embedded in films which have to do with socialization orientations toward power, authority, participation and the like.

PSC 359 (HST 359/PGS 369). Cold War & Global Upheaval, 1964-Present (3).

An intensive study of the later years of the Cold War and the post-Cold War period. Continued Soviet and American rivalry combined with efforts to control the nuclear arms race, Third World "proxy wars" such as Vietnam and Afghanistan, the collapse of the Iron Curtain and end of the Soviet Union, global adjustments to the development of a

unipolar world, the rise of terrorism and jihadist tendencies, social and cultural impacts. Fulfills Core Requirement(s): Diversity (DIV).

PSC 362 (PGS 364/LGS 362). International Law (3).

The course will examine the theory and practice of International Law (IL) with reference to various events, which shaped the development of international law in all its forms (norms, rules, principles, precedent, custom, treaties etc). The course will emphasize current international legal norms and possibilities for future development. Fulfills Core Requirement(s): Diversity (DIV).

PSC 363 (PGS 363). U.S. Foreign Policy (3).

This course will examine how the foreign policy of the United States is made. It will look at the sources of foreign policy, the factors which influence its formation, and the substance of past and present U.S. policies.

PSC 366 (PGS 366). Globalization: the Politics of International Economic Relations (3).

This course focuses on the power relationships behind contemporary international economic events. Among the issues that will be addressed: trade and protectionism, multinational corporations, international debt, the opening of investment markets in Eastern Europe and Western-Third World economic relations. The basic principles of macroeconomics and international finance will be covered. Fulfills Core Requirement(s): Diversity (DIV).

PSC 367 (PGS 367). War, Peace and Violence (3).

This course will examine the theory and practice of the Just War doctrine. At the most general level, we will be concerned with the debate between realists, just war theorists and pacifists over the moral character of war. More specific topics include the justification of defensive, pre-emptive and preventive wars; humanitarian intervention; the combatant/noncombatant distinction; the distinction between direct and "collateral" harm to civilians; sieges, blockades and economic sanctions; guerrilla warfare; terrorism and reprisals; nuclear deterrence; and various religious conceptions of war and peace, especially those found in various Christian pacifist and Islamic traditions. Fulfills Core Requirement(s): Interdisciplinary Studies (IDS).

PSC 375 (PGS 375). The New Europe: Central & Eastern Europe (3).

This course provides a comparative analysis of the political systems in Eastern Europe from 1945 to the present. The goal of this course is to provide students with a broad perspective on the changes that took place in Eastern Europe over the last century with an emphasis on the period around and after the 1989 revolutions. Fulfills Core Requirement(s): Interdisciplinary Studies (IDS) and Diversity (DIV).

PSC 389 (HST 389/PGS 389). Opium, Empire and State in Asia (3).

Opium is an ancient medicine that became a mainstay for European traders in Asia and the keystone of their imperial economies. After opium opened Asian states to European influence it was established as an economic necessity for multi-national empires, emerging states, and insurgencies alike. This course looks at the political, economic, and social relations of opium in Asia and the world. It examines the connections between local production and global trade in the politics of native cultures, national governments, and international relations. At the end of the semester students will be able to look at today's headlines and understand their historical roots as well their future implications. Fulfills Core: Interdisciplinary Studies (IDS) and Cultural Elective (CE).

PSC 390. Independent Study (1-3).

A student who wishes to pursue an independent study project for academic credit must submit, prior to registration, a proposed plan of study that includes the topic to be studied and goal to be achieved, the methodology to be followed, schedule of supervision, end product, evaluation procedure and number of credits sought. The proposal must be approved by the supervising faculty member, the department chair and the academic dean. It will be kept on file in the academic dean's office.

PSC 402 (SOC 402/ACT 402/ECO 402/IRL 403). Program Eval Research Methodol & Policy (3).

The goal of this course is to develop a comprehensive understanding of the use of behavioral science research methods and theories for program and intervention evaluations. Topics given special emphasis include: measurement strategies and problems, needs assessment, experimental and quasi-experimental field designs, qualitative methods, benefit-cost analysis, statistical approaches to modeling bias and the use of evaluation results in the policy process.

PSC 405 (PGS 405/GWS 405). International Human Rights (3).

This course will examine the development of human right in the international system. It will explore the content of the current international human right regime -the "blue" social and political rights and the "red" economic rights, as well as "green" rights to development, a clean environment, and peace. It will explore how rights develop and are propagated and will examine the role of governments, international organizations, and non-governmental organizations in the development of rights thinking. By way of illustration, it will examine the anti-apartheid struggle in South Africa and the expansion of women's rights over the last twenty years. A one-credit integrated service learning experience may be offered with this course. Fulfills Core Requirement(s): Diversity (DIV).

PSC 407 (HST 375/PGS 407). Southern African Politics (3).

A study of political problems and dynamics in the region of Southern Africa. Focus is on the domestic politics of the Republic of South Africa, relations among the black-ruled states and between the black-ruled states and South Africa, the role of external powers in the region and the conflict potential of contemporary problems.

PSC 417 (HST 417/PGS 417). African History (3).

This course introduces students to the development of African historiography. Students will interpret, analyze and critique different methodologies and have the opportunity to pursue their own specific research interests. In addition, this course will also examine the importance of the African oral tradition, European and Arabic travel literature, archeology and anthropology in the intellectual construction of Africa. This course is designed for upper-level history majors and other interested students and will fulfill the requirements of the senior core.

PSC 428 (ENG 428/THR 428). Politics and Literature (3).

Does literature reflect on the use of power, authority, ideology and identity? How does literature affect us and the way we interpret the political world? What makes theatre political? What hopes for changing the world does theatre dramatize? How does the theatre become a productive site for representing, and even enacting, political change? This course explores these questions by reading various literary works including a number of plays from different time periods. The encompassing question this course tries to answer (by analyzing the perspectives of different authors) is: What does it mean to have political freedom? Fulfills Core Requirement(s): Diversity (DIV) and Interdisciplinary Studies (IDS).

PSC 440-449. Special Topics in Political Science (3).

Courses in this series offer an in-depth exploration of specific issues within the various sub-fields of political science as well as topics of current interest to instructor and students. Prerequisites: junior or senior standing or permission of the instructor.

PSC 448. In Search of Community (3).

This course is designed to examine the significance and meaning of community in a variety of contexts and how people attempt to build it. We will examine competing definitions of community, consider the meaning of political communities, religious communities, urban and rural communities, counterfeit communities, virtual communities, and global communities. Particular attention will be given to examining the conditions that must be present in order to build the social capital needed to create genuine communities.

PSC 451 (LGS 451). American Constitutional Law I (3).

A study of selected problems in constitutional law with emphasis on areas of current concern. Material consists of case studies, selected

articles, commentaries and judicial biographies. The Supreme Court is viewed as a social, economic and cultural force in our political system as well as a source and arbiter of law and order. The interaction of the court and interest groups is examined in connection with the development of constitutional law.

PSC 452 (LGS 452). American Constitutional Law II (3).

A study of selected problems in constitutional law with emphasis on areas of current concern. Material consists of case studies, selected articles, commentaries and judicial biographies. The Supreme Court is viewed as a social, economic and cultural force in our political system as well as a source and arbiter of law and order. The interaction of the court and interest groups is examined in connection with the development of constitutional law.

PSC 470 (BIO 470/ESS 470). Seminar: Environmental Topics (3).

This advanced seminar provides students with the opportunity to explore the complexity of environmental issues in detail. By choosing current topics and analyzing the scientific and socio-economic factors underlying environmental problems, students will develop greater awareness and understanding of society's ability to mitigate these problems. This course places a high emphasis on oral and written presentation skills.

PSC 480. Service Learning (1).

Service Learning combines community service work with academic study and self-reflection. The experience, a commitment of 12-15 hours, must be taken in association with a credited Political Science course. Service Learning is intended to teach and promote an expanded idea of citizenship.

PSC 490. Political Internship (3).

Participation in a field learning experience closely related to one of the areas of political science. The student intern will report as required to the faculty member assigned to supervise this field experience and is expected to evaluate the experience and relate it to his or her academic program. Three hours of field work per week will be required to generate one credit. Prerequisite: permission of the department chair. Does not count as political science elective hours toward a major or minor.

PSC 491. Political Internship (6-9).

Participation in a field learning experience closely related to one of the areas of political science. The student intern will report as required to the faculty member assigned to supervise this field experience and is expected to evaluate the experience and relate it to his or her academic program. Three hours of field work per week will be required to generate one credit. Prerequisite: permission of the department chair. Does not count as political science elective hours toward a major or minor.

PSC 495. Honors Project (3).

To qualify for an honors degree in political science, a student must be a declared political science major, have a OPA of at least 3.5 overall

and 3.5 in political science, and complete an honors project. The project will consist of a research effort completed under the direction of a political science professor and presented to the department. A preliminary thesis, outline, methodology and bibliography must be approved by the professor before the student may register. (Normally taken in the first semester of the senior year and only with permission of the department chair).



Psychology

Chair: Brenda J. Kirby, Ph.D.

Professor(s): Krystine I. Batcho, Ph.D., Vincent W. Hevern, S.J., Ph.D., Theresa White, Ph.D.

Associate Professor(s): Maria Ditullio, Ed.D., Christina Michaelson, Ph.D., Susan L. Scharoun, Ph.D., Monica R. Sylvia, Ph.D., Shawn L. Ward, Ph.D.

Adjunct(s): Eliza Bliss-Moreau, Ph.D., David M. Di Fabio, Ph.D., Colleen Gibbons, Ph.D., Kathleen A. Marjinsky, Ph.D., Barbara Bilinski Mettelman, Ph.D., Dominique Ricciardelli, Kay Scharoun, Mark Vinciquerra, Michele Vinciquerra

The major objective of the psychology department is to familiarize students with the basic methods and theories utilized to study the behavior of humans and animals. Through an offering of lecture, discussion, laboratory and field experiences, the department provides students with a comprehensive overview of the various approaches employed by psychologists while enabling individuals to pursue specific interests in greater depth.

Major Programs

The department offers four programs. One program leads to a bachelor of arts degree and is designed for students who wish to pursue a major in psychology that emphasizes general studies, or who wish to develop secondary concentrations, e.g., in one of the social sciences or in the business area. The second program leads to a bachelor of science degree and is designed for students who wish to pursue a major in psychology that emphasizes the natural sciences. This program is well-suited for those who want a dual major or minor in biology, chemistry or physics, or for those who intend to do graduate work in areas of psychology where a strong background in natural science is advantageous. The third program also leads to a bachelor of science degree and is designed for students who are seeking New York state teaching certification in child education (1-6). This degree program prepares students to teach in both special education and regular education settings. The fourth program is a dual major with psychology and theatre.

Psychology Major B.A.

Psychology Major B.A.

Core Requirements	Hours
COR 100 First Year Seminar	3
WRT 101 Critical Writing	3
PHL 110 Introduction to Philosophy	3
HST 110 - HST 111 World Civilization	6
ENG 210 Major Authors	3
PHL 210 Moral Philosophy	3
Theology	3
EAC Encountering Another Culture/Language	6
ENG 310 Literature and Culture	3
Mathematics	3
Social Science	3
Natural Science	3
IDS Interdisciplinary Studies*	3
Religion	3
COR 400 Transformations	3
Visual & Performing Arts*	1
Diversity*	0

NOTE: Some Core requirements may be fulfilled by major requirements.

** See core section for more information. Because there have been substantial changes to the core curriculum, the above requirements may not apply to all students; for students who entered Le Moyne College prior to Fall 2013, be sure to consult with your advisor for appropriate course selection(s).*

Major Requirements	Hours
PSY 101 Introductory Psychology	3
PSY 201 Intro to Research Methods	4
PSY 340 Brain and Behavior	3
Psychology Electives (1)	21

Major Support	Hours
MTH 110 Introduction to Statistics I (no Computer Lab) or MTH 111	3
MTH 112 Introduction to Statistics II	3
Natural Science Elective	3
Social Science (2)	9
Free Electives (3)	20-29

(1) At least 12 of these credits must be classroom rather than experiential courses. (See course descriptions to determine which courses are considered experiential.) At least one course must be chosen from the following group: PSY 401-449 or PSY 499.

(2) Sociology, anthropology, criminology, political science, economics, education; courses must be taken in at least two disciplines.

(3) 120 credits required to graduate

Typical Program for **Psychology Major B.A.**

First Semester	Hours	Second Semester	Hours
Freshman Year			
WRT 101	3	PHL 110	3
COR 100	3	Natural Science	3
PSY 101	3	EAC	3
EAC	3	PSY 201	4
MTH 110	3	MTH 112	3
Sophomore Year			
HST 110	3	HST 111	3
ENG 210	3	PHL 210	3
Theology	3	Social Science	3
PSY Elective	3	PSY Elective	3
Social Science	3	Free Elective	3
Junior Year			
ENG 310	3	PSY 340	3
IDS	3	Social Science	3
PSY Elective	3	PSY Elective	3
PSY 490 (1)	3	PSY 491 (1)	3
Free Elective	3	Free Elective	3
Senior Year			
Religion	3	COR 400A	3
PSY Senior Seminar	3	PSY Elective	3
Free Elective	3	Free Elective	3
Free Elective	3	Free Elective	3
Free Elective	3	Free Elective	3

(1) Must complete both semesters and must apply in the previous spring to register. Could also complete these in the FOURTH YEAR.

Must complete Core DIV and VPA requirement.

Psychology Major B.S.

Psychology Major B.S.

Core Requirements	Hours
COR 100 First Year Seminar	3
WRT 101 Critical Writing	3
PHL 110 Introduction to Philosophy	3
HST 110 - HST 111 World Civilization	6
ENG 210 Major Authors	3
PHL 210 Moral Philosophy	3
Theology	3
EAC Encountering Another Culture/Language	6
ENG 310 Literature and Culture	3
Mathematics	3
Social Science	3
Natural Science	3
IDS Interdisciplinary Studies*	3

Religion	3
COR 400 Transformations	3
Visual & Performing Arts*	1
Diversity*	0

Major Requirements	Hours
PSY 101 Introductory Psychology	3
PSY 201 Intro to Research Methods	4
PSY 340 Brain and Behavior	3
Psychology Electives (1)	21

Major Support	Hours
MTH 110 Introduction to Statistics I (no Computer Lab) or MTH 111	3
MTH 112 Introduction to Statistics II	3
Natural Science Electives (2)	15
Free Electives (3)	17-26

(1) At least 12 of these credits must be classroom rather than experiential courses. (See course descriptions to determine which courses are considered experiential.) At least one course must be chosen from the following group: PSY 401-449 or PSY 499.

(2) Natural science electives may be selected from any courses offered by the biology, chemistry and physics departments. Science electives may be taken in only one discipline (e.g., they may all be in biology) or they may be taken in two or more disciplines (e.g., one in biology, one in chemistry and one in physics). Three credits of this requirement may be fulfilled with a MTH, CSC, or MIS course. The needs of each student will determine the exact distribution of electives in the natural sciences.

(3) 120 credits required to graduate

 Typical Program for **Psychology Major B.S.**

First Semester	Hours	Second Semester	Hours
Freshman Year			
WRT 101	3	PHL 110	3
COR 100	3	Natural Science	3
EAC	3	EAC	3
PSY 101	3	PSY 201	4
MTH 110	3	MTH 112	3
Sophomore Year			
HST 110	3	HST 111	3
ENG 210	3	Natural Science	3
Theology	3	PHL 210	3
PSY Elective	3	PSY Elective	3
Natural Science	3	Free Elective	3
Junior Year			
ENG 310	3	PSY 340	3
IDS	3	Natural Science	3
PSY 490 (1)	3	PSY 491 (1)	3
Free Elective	3	Free Elective	3
PSY Elective	3	PSY Elective	3
Senior Year			
Religion	3	COR 400A	3
PSY Senior Seminar	3	PSY Elective	3

Natural Science	3	MTH/CSC Elective	3	COR 400 Transformations	3
Free Elective	3	Free Elective	3	Visual & Performing Arts*	1
Free Elective	3	Free Elective	3	Diversity*	0

(1) Must complete both semesters and must apply in the previous spring to register. Could also complete these in the FOURTH YEAR.

(2) Could be an additional three credits of any natural science course or MIS.

Must complete Core DIV and VPA requirements.

NOTE: Some Core requirements may be fulfilled by major requirements.

* See core section for more information. Because there have been substantial changes to the core curriculum, the above requirements may not apply to all students; for students who entered Le Moyne College prior to Fall 2013, be sure to consult with your advisor for appropriate course selection(s).

Psychology Minor

A minor in psychology requires 15 credit hours of psychology courses. These courses begin with Introductory Psychology (PSY 101). Selection of the additional particular courses is based upon each student's needs and interests and is made with the approval of the department chair. Students who seek a minor psychology should contact the department chair as early in their career at Le Moyne as possible.

Psychology Minor

Minor Requirements	Hours
PSY 101 Introductory Psychology	3
Psychology Electives	12

B.S. in Psychology with Teacher Certification (Concentration in Child Education)

B.S. in Psychology with Teacher Certification (Concentration in Child Education)

Core Requirements	Hours
COR 100 First Year Seminar	3
WRT 101 Critical Writing	3
PHL 110 Introduction to Philosophy	3
HST 110 - HST 111 World Civilization	6
ENG 210 Major Authors	3
PHL 210 Moral Philosophy	3
Theology	3
EAC Encountering Another Culture/Language	6
ENG 310 Literature and Culture	3
Mathematics	3
Social Science	3
Natural Science	3
IDS Interdisciplinary Studies*	3
Religion	3

Major Requirements	Hours
BSC 340 Brain and Behavior	3
PSY 101 Introductory Psychology	3
PSY 201 Intro to Research Methods	4
PSY 215 Child and Adolescent Development	3
PSY 250 Cognition or PSY 270 Learning (1)	3
PSY 301 Psychological Testing	3
PSY 315 Childhood Disorders	3
PSY 401-449, PSY 499	3
Psychology Electives	6

Major Support	Hours
MTH 110 Introduction to Statistics I (no Computer Lab) or MTH 111	3
MTH 112 Introduction to Statistics II	3

Education Requirements	Hours
EDU 105 Teaching in a Diverse Society	3
EDU 120 Child Abuse Workshop/SAVE Violence Prev	0
EDU 122 Dignity for All Student Act (dasa) Training for Teacher Certification	0
EDU 150 Contemporary Perspectives on Special Ed	3
EDU 205 Childhood Learning and Special Needs	3
EDU 225 Assess & Dec Making for Equity/Inclusion	3
EDU 305 Prin & Methods of Multicultural Literacy	3
EDU 315 Plan, Assessing, Managing Inclusive Clsrm (3)	3
EDU 365 Adapting Literacy Lrn Stu W/Spec Needs (3)	3
EDU 375 Strategies & Technol for Inclusive Clsrm	3
EDU 405 Preservice Clinical Teaching Seminar (2)	3
EDU 430 Supervised Preservice Teach/Grades 1-6 (2)	6
EDU 431 Supervised Preserv Teaching (SPE 1-6) Supervised Preservice Teach (SPE 1-6) (2)	6

(1) Although students may take either PSY 250 or PSY 270, both are strongly encouraged.

(2) Coursework done during student teaching semester in the fall of senior year.

(3) Must have junior status to take

Typical Program for **B.S. in Psychology with Teacher Certification (Concentration in Child Education)**

First Semester	Hours	Second Semester	Hours
Freshman Year			
WRT 101	3	PHL 110	3
COR 100	3	EDU 105	3
EAC	3	EAC	3
PSY 101	3	PSY 201	4
MTH 110	3	MTH 112	3
Sophomore Year			
HST 110	3	HST 111	3
ENG 210 (2)	3	EDU 150	3
Theology	3	PHL 210	3
PSY 215	3	PSY 250/270	3
EDU 205	3	EDU 225	3
Junior Year			
ENG 310	3	EDU 375	3
IDS	3	EDU 365	3
EDU 315	3	EDU 376	3
EDU 305	3	PSY 315	3
PSY 301	3	BSC 340	3
Senior Year			
EDU 405	3	Religion	3
EDU 430	6	COR 400A	3
EDU 431	6	PSY Senior Seminar	3
EDU 120/121/122	0	PSY Elective	3
		PSY Elective	3

Must complete Core DIV and VPA requirement

(1) EAC must be foreign language course.

(2) ENG 210 - Major Authors must be Shakespeare

Dual Major in Psychology and Theatre

The psychology department has partnered with the theatre arts program to offer students the option of a dual major in psychology and theatre. Students interested in pursuing a double major should contact the director of theater arts or chair of psychology for more information.

Dual Major in Psychology and Theatre

Notes on CORE: ENG 210 must be Shakespeare, EAC must be 6 credits of the same foreign language, Mathematics fulfilled by MTH 110, Social Science (other than PSY), Natural Science (fulfilled by BSC 340), Visual and Performing Arts (fulfilled by major)

Core Requirements	Hours
COR 100 First Year Seminar	3
WRT 101 Critical Writing	3

PHL 110 Introduction to Philosophy	3
HST 110 - HST 111 World Civilization	6
ENG 210 Major Authors	3
PHL 210 Moral Philosophy	3
Theology	3
EAC Encountering Another Culture/Language	6
ENG 310 Literature and Culture	3
Mathematics	3
Social Science	3
Natural Science	3
IDS Interdisciplinary Studies*	3
Religion	3
COR 400 Transformations	3
Visual & Performing Arts*	1
Diversity*	0

NOTE: Some Core requirements may be fulfilled by major requirements.

* See core section for more information. Because there have been substantial changes to the core curriculum, the above requirements may not apply to all students; for students who entered Le Moyne College prior to Fall 2013, be sure to consult with your advisor for appropriate course selection(s).

Major Requirements	Hours
PSY 101 Introductory Psychology	3
PSY 201 Intro to Research Methods	4
PSY 340 Brain and Behavior	3
PSY 400 History & Systems Psychology	3
Psychology Electives (PSY 215 and PSY 280 recommended)	18
THR 105 Introduction to Theatre	3
THR 110 Stagecraft	3
THR 205 Acting I	3
THR 210 Fundamentals of Design for Theatre	3
THR 302 The Western Drama Tradition	3
THR 440 Theatre Context	4
THR/ENG Dramatic Literature	3
THR Elective (These must include one design class and one performance class)	9
One of the following two playmaking courses:	3
THR 335 Devised Theatre	
THR 340 Directing	
THR 260 Theatre Practicum (Production experience credit, value to be assigned by department: 1/2 to 2 credits. Within 4 years, this must total 3 credits.)	1
Major Support	Hours
Foreign Language (fulfills core EAC requirement)	3
MTH 110 Introduction to Statistics I (no Computer Lab) or MTH 111 Statistics. (Fulfills core math requirement)	3
MTH 112 Introduction to Statistics II	3
Free Elective	3

Courses

PSY 101. Introductory Psychology (3).

A one semester broad overview of contemporary psychology-its diverse approaches to the understanding of behavior and the basic principles and research findings associated with each of these approaches. Specific areas of psychological inquiry discussed include physiological, cognitive and social psychology; learning, sensation and perception; emotion and motivation; personality and psychopathology. This course is a prerequisite for most psychology courses.

PSY 201. Intro to Research Methods (4).

This course is designed to provide a working knowledge of the major research and data collection methods used in psychology. Topics will include the scientific method approach to research, ethics, and experimental design. Students will acquire proficiency in APA style writing, information and technological literacy, understanding basic statistical analyses, and the critical evaluation of evidence that includes academic and popular presentations of psychological science. Prerequisites: MTH 110 or MTH 111, PSY 101. It is highly recommended that students take MTH 112 prior to or concurrently with this course.

PSY 215. Child and Adolescent Development (3).

An examination of the emergence of basic competencies (e.g., language, cognitive abilities, interpersonal skills) from birth to adolescence, and the integration of these competencies in the person of the growing child at successive life-stages. Various theoretical and experimental approaches to the study of human development are investigated. The practical implications of developmental processes will be explored in selected areas. Prerequisite: PSY 101 or permission of the instructor. Only one of PSY 215 or PSY 220 may be taken for major credit.

PSY 220. Human Life Span Development (3).

This course is a general introduction to human development. The study of human development is a scientific analysis of patterns of change and growth across the entire lifespan from conception through very old age. The course will include the investigation of essential questions of human experience including, inherited factors, attachment to caregivers, mastery of the human body and the environment, meaningful social relationships, achievement, occupational choice, impact of societal expectations, the formulation of values and goals, the concept of generativity, and death and dying. The course will analyze human development from a biopsychosocial perspective looking closely at basic patterns of normal development. Prerequisite, PSY 101. Students may receive major psychology elective credit for PSY 220 only if not also receiving major psychology elective credit from PSY 215 or PSY 320.

PSY 230. Motivation and Emotion (3).

A survey of the major theories concerned with the motivation of behavior. Individual and environmental determinants are examined.

Emphasis is on the role of emotional and cognitive factors as motivational variables. Related research is presented and critically analyzed. Theories and research are applied to practical situations. Prerequisite: PSY 101 or permission of the instructor.

PSY 250. Cognition (3).

A study of contemporary issues in human behavior. Specific topics include attention, memory, concept attainment, problem solving, the interaction of language with these processes and the disorders experienced by those with deficiencies in these areas. Research on these topics and various theoretical models designed to explain human information processing are examined. Prerequisite: PSY 101 or permission of the instructor.

PSY 260. Social Psychology (3).

Introduction to the theoretical and empirical investigations of how interaction with others influences the thoughts, emotions and behavior of the individual. Topics include person perception (e.g., impression formation, liking and loving), attitude formation and change (e.g., persuasion, conformity), aggression, helping behavior and group process (e.g., leadership, group decision making). Prerequisite: PSY 101 or permission of the instructor.

PSY 270. Learning (3).

A general survey covering principles of animal and human learning, theories of learning and application of learning principles. Topics include the basic learning processes of classical and instructional conditioning, discrimination and generalization, and escape and avoidance learning, as well as more complex processes of verbal learning, retention and transfer. Applications of basic learning principals such as behavior modification, with emphasis on helping those with learning disabilities, are presented. Prerequisite: PSY 101 or permission of the instructor.

PSY 275 (GWS 275). The Psychology of Women (3).

This course explores empirical research and theory in areas of psychology relevant to women and sex roles. Topics include sex roles and sex-role stereotyping; biological and psychosocial origins of gender; and gender differences in behavior personality and abilities. Readings and class discussions encourage application of concepts to a variety of settings, including female-male relationships, parenting, education, occupation, the media, et al. Students are expected to develop an in-depth topic of special interest for a term paper and/or class presentation. Fulfills Core diversity requirement. Prerequisite: PSY 101 or permission of the instructor.

PSY 280. Abnormal/Normal Psychology (3).

An introduction to the issues and problems associated with defining, understanding and relating to maladaptive behavior. Historical and philosophical perspectives on the subject covered briefly. The major schools of thought and systems of classifying abnormal behavior are presented and discussed. Questions related to diagnosis, treatment, and research are raised, and societal issues concerning maladaptive behavior are examined. Prerequisite: PSY 101 or permission of the instructor.

PSY 300. History and Systems Psychology (3).

This course offers an historical survey of the evolution and systematic approaches to the discipline and practice of psychology that have arisen throughout the 19th and 20th centuries. Theoretical and systematic viewpoints such as psychodynamic, Gestalt, behavioral, and cognitive psychology are examined in terms of their scientific antecedents, philosophical foundations, and sociocultural determinants. Advances in understanding the contributions of women and other previously under-represented voices to psychology will be explored. This course seeks to understand from the disciplinary research traditions of both history and psychology the intellectual and social contexts within which the discipline of psychology has been constructed over the past century and a half. Prerequisite: PSY 101 or permission of the instructor.

PSY 301. Psychological Testing (3).

This course surveys the major psychological tests used in schools, clinics, industry, government and psychological research. This course covers how such tests are constructed, administered, interpreted and validated, and outlines current issues and controversies of the field. Topics include the history and ethics of testing; tests of achievement, interests and special abilities; personality assessment; the use of these tests in identifying exceptional-, and the controversy surrounding intelligence tests. Prerequisites: PSY 101 and MTH 111 (or an equivalent semester of Statistics I) or permission of the instructor.

PSY 302. Personality (3).

Introduction to the theoretical and empirical investigations of the development, maintenance and modification of the unique thoughts, emotions and behaviors characteristic of the individual. Topics include theoretical perspectives based primarily upon the concepts of conflict (e.g., Freud, Jung), fulfillment (e.g., Rogers, Maslow), consistency (e.g., Kelley), trait (e.g., Allport, Carrell) and learning (e.g., Skinner, Bandura) and empirical investigations of self-esteem, anxiety and defense mechanisms. Prerequisite: PSY 101 or permission of the instructor.

PSY 303 (BIO 270). Animal Behavior (4).

The mechanisms of animal and human behavior are investigated in a broad descriptive sample. Special emphasis is placed on the physiology, development and evolution of behavior patterns. Prerequisite: Eight credit hours of biology. Three hours lecture and three hours laboratory per week. Carries biology major credit.

PSY 309 (CCM 409/CCM 509). Culture and Mental Disorder (3).

This seminar examines mental disorders from bio-medical and social constructionist perspectives; both cross-cultural variation and universals are explored in traditional cultures and modern nations, e.g., Africa, Mexico, Native Americans, Hutterites, Near East. First-person accounts are used to analyze the inner world of mental illness, and bio-cultural models of psychosis is proposed.

PSY 315. Childhood Disorders (3).

This general introduction to the field of childhood psycho-pathology will consider basic issues in the etiology, diagnosis and treatment of common behavioral disorders and developmental deviations. Topics included are: childhood schizophrenia and autism, phobias and psychosomatic disorders, mental retardation and specific learning disabilities, hyperactivity and antisocial behavior. Prerequisites: PSY 101 and 215 or 280 or permission of the instructor.

PSY 320. Aging and Adult Development (3).

This course will examine the psychological development of young adults through late adulthood. The primary focus of this course will be on the development of intelligence, memory and dementia, personality, interpersonal relationships and sexuality in older adults. This course will challenge popular stereotypes of older adults and discuss how culture influences adult development. Students will be required to write a term paper on a topic related to psychology and adult development. Prerequisite/ Corequisite: PSY 201 or permission of the instructor. Only one of PSY 320 or PSY 220 may be taken for major credit.

PSY 325. Sensation and Perception (3).

The study of the physical structures and psychological processes involved in sensory systems. Topics include how people see, hear, smell, taste and touch, as well as methods for studying both the senses and the way that people make use of sensory information. Various theoretical and philosophical questions about sensation and perception are also addressed. Prerequisite: PSY 101 or permission of instructor.

PSY 330 (PGS 330). Cross-Cultural Psychology (3).

Cross-cultural psychology is an approach emphasizing evaluation of psychological knowledge in the context of culture. Do the discoveries psychologists have made apply to all people from all cultures or only to some people, depending on culture? This course explores the impact of society and culture on human behavior, identity and personality development, social interaction norms, and even perceptual tendencies. We will examine what it means to say that humans are socio-cultural in nature. We will also examine those areas where humans differ, due to varied cultural experiences. Areas of interest will include education and development, views on intelligence, perceptual and cognitive processes, motivation, sex and gender and aggression. The examination of these issues will aid students in developing the ability to understand and interact with individuals and groups in other countries and in our own heterogeneous nation. Fulfills Core requirement(s): Diversity (DIV) and interdisciplinary (IDS).

PSY 335 (CJS 335/LGS 335). Psychology and the Law (3).

The legal system is a pervasive and important part of our lives. The goal of this course is to help students develop an understanding of the psychological aspects of the functioning of the system and the effects of the legal system on us. This course will address the social psychological aspects that impact and are impacted by the legal system.

Students will develop an understanding of many issues, including how psychologists contribute to the law and the legal system, psychological theories of crime, psychological issues related to the selection and performance of police officers, the dynamics of eyewitness testimony, jury selection and performance and confessions. Fulfills Core Requirement(s): IDS.

PSY 340 (BSC 340). Brain and Behavior (3).

A study of the relationship of the brain and body to behavior. Emphasis is on the central nervous system. Topics include neuro-anatomy, neural cell processes, hemispheric functions, hormonal regulation of behavior, physiological mechanisms involved in attention, arousal and sleep, and the neural bases of emotions learning and memory and psychological disorders. Prerequisites: PSY 101 or permission of the instructor.

PSY 350. Health Psychology (3).

Health psychology is a survey course exploring the relationship between behavior and health. All topics will be covered from a bio-psychosocial perspective, illustrating the interaction among variables within an individual's environment. Topics discussed within the course include: psycho-neuroimmunology, anger/hostility and health, smoking cessation, weight control, health care systems, heart disease, cancer, AIDS, psychosomatic illness, gender and socio-cultural differences, stress, pain management and alternative treatments. Prerequisite: PSY 101.

PSY 355. Psychology and Media in the Digital Age (3).

Contemporary life increasingly challenges us to cope with many different and quickly emerging forms of communication and information media. Since the advent of the "Digital Revolution" of the late 20th century, the penetration of these new forms of media into daily life has spawned profound questions about the relationship of human beings and the technologies represented by communications, information, and entertainment media. We will explore various psychological theories (such as phenomenological/sensory-perceptual, narrative/cultural, & social network/systems approaches) that address how and why we engage with digital media and its products. This course will put these psychological insights into dialogue with traditions of media analysis, particularly the media ecology approach of figures such as McLuhan, Ong, and others. In doing so, we will consider a wide range of issues such as media-based violence, the media's impact on personal relationships and identity, problematic Internet use, online sexuality, and others. We will raise questions regarding the ethical and psycho-developmental implications of media consumption. Students will be invited to examine their own uses of media and how these may be affecting their current lives. Prerequisites: PSY 101 (or equivalent) or permission of the instructor.

PSY 360. Human Sexuality (3).

An examination of the behavioral, emotional and cognitive components of human sexuality. An emphasis will be placed on psychological, social, health and legal aspects of behavior that define our human sexu-

ality. This course intends to help students clarify their attitude toward their own and others' sexuality. Areas to be investigated include sexual values, intimacy, sexual anatomy, gender identity, STDs and sexual variance. Prerequisite: PSY 101 or permission of the instructor.

PSY 365. Growing Through Play (3).

From building blocks and jungle gyms to organized sports and video games, this course will explore the nature of play and its contributions to our physical, cognitive, social, and emotional development from infancy through adulthood. In doing so, we will consider the many different ways in which we engage in both structured and unstructured play activities, as well as how the objects and people in our environment contribute to those activities. Throughout this course, we will explore a variety of developmental theories and research and you will be asked to apply those theories and the findings from that research to your own observations of play activities and modern day play environments and tools. Prerequisites: PSY 101 and either PSY 215 or PSY 220.

PSY 370. Organizational Psychology (3).

A study of the behaviors of people employed in work organizations and of the techniques and systems used to stimulate, coordinate and control individual behavior in the work place. Individual motivations to work, interpersonal relations, group dynamics, leadership, influence and behavior modification techniques and the changing nature of work and work organizations are covered. Not open to students who have taken MGT 450. Prerequisites: PSY 101 or MGT 301 or permission of the instructor.

PSY 380. Counseling and Psychotherapy (3).

An introduction to techniques and theories of counseling and psychotherapy. Components, which are believed to underlie effective counseling and therapy regardless of theoretical orientation and which are applicable to a variety of interpersonal situations, are studied in some detail. The major theoretical approaches to counseling are covered, and students are introduced to research on the process and effectiveness of psychotherapy. One area in which such skills are applied-the treatment of persons with emotional problems-will be examined. This course does not attempt to train professional counselors, but to provide a framework and a basis for understanding and evaluating the counseling process from which students can, after further training and experience, become effective counselors. Prerequisites: PSY 101 or permission of instructor.

PSY 390. Independent Study (1-4).

A student who wishes to pursue an independent study project for academic credit must submit, prior to registration, a proposed plan of study that includes the topic to be studied and goal to be achieved, the methodology to be followed, schedule of supervision, end product, evaluation procedure and number of credits sought. The proposal must be approved by the supervising faculty member, the department chair and the academic dean. It will be kept on file in the academic dean's office. Three hours work per week for each credit. Hours and credit to be determined by the instructor and student. Experiential course.

PSY 401. Advanced Research in Psychology (3).

Students carry out an independent research project on the topic of their choice with the advice and supervision of a faculty member. The course is designed to give the student an opportunity to use the skills acquired in Introduction to Research Methods (PSY-201) and to examine an area of interest through designing and conducting an original research study. Prerequisites: PSY 101, 201 and permission of the instructor. Hours to be determined by the instructor and student. Experiential course.

PSY 402. Positive Psychology (3).

Traditionally, the modern Western model of clinical psychology has focused on researching, diagnosing, and treating psychological disorders. Theoretically, clinical psychology is based on a deficit or disease model, describing how individuals are lacking psychological resources or evidencing abnormal thinking or behavior. Positive psychology provides a paradigm shift from this disease model, moving beyond just helping people survive their negative life experiences to offering them an enlarged vision of how they can thrive and actualize their potential. This course focuses on the research, techniques, and practical applications of positive psychology including the topics of well-being, character strengths, optimism, resiliency, values, happiness, wellness, accomplishments, and positive relationships.

PSY 404. Psychology of Decision Making (3).

Following a seminar format, this course explores theoretical approaches to the process of decision making and relates theory and data to applied situations. The course addresses issues relevant to decisions made on both an individual and a group level. Discussions cover a range of settings including business, medicine and matters of personal relevance. A variety of factors is considered, including cognitive, perceptual and subjective value judgments. Prerequisite: PSY 101.

PSY 442. Infancy (3).

A comprehensive overview of growth and development during the first three years of life. Topics covered will include how infants gather information from the world around them, what we know about infants' relationships with other people, and about the uniqueness of their personalities. A concerted effort will be made to achieve a balance between theory, research and practical information. Prerequisite: PSY 215 or 220 and PSY 201 or permission of the instructor.

PSY 444. Story in Psy: Narrative Perspectives (3).

Employing a pro-seminar format, we explore how stories and story construction serve as an increasingly influential and integrating paradigm by which to understand human behavior. We will look at the historical and conceptual foundations of the narrative perspective and compare this approach with more traditional models of human psychological functioning. We will pay particular attention to autobiographical memory, self-narrative, and identity development of the contemporary world as well as narrative approaches to psychotherapy

& health care as examples of the perspective's scope. We will consider recent advances in narrative research methodologies, particularly those qualitative approaches which focus upon interview and other autobiographical sources of data. Students will be expected to prepare an individual presentation on a topic of their choosing and personal interest. Prerequisites: PSY 101 or permission of the instructor. Limited to Juniors and Seniors.

PSY 445 (NSG 545). The Psychology of Grief (3).

Psychology 445 will examine grief processes that take place within individuals and families as they experience loss. The course will focus on the nature and causes of grief as well as strategies for effective counseling interventions. There will be an emphasis on loss due to death, however, other types of psychosocial and physical losses will also be considered. Accordingly, we will explore a variety of factors that facilitate and/or impede the ability to function after loss. The course will initially trace the development of dominant models of grief and their historical and theoretical underpinnings. Considerable emphasis will be on examining the grief process as it is played out in the context of family. The family is seen as an interactive system, with a complex mix of actions, perceptions and expectations that influences relationships and the experience of grief among family members. This course will also consider a postmodern view of bereavement as a complex phenomenon embedded in a unique context involving social, cultural, philosophical and psychological factors.

PSY 447 (GWS 447). Psych of Stereotypes/Prejudice/Discrim (3).

This course is designed to enhance the understanding of the development and persistence of stereotypes. The psychology of social cognition with regard to the accuracy and inaccuracy of those stereotypes will be addressed as well as how the inaccuracies may lead to prejudice and discrimination. We will explore how this affects our social interactions; specifically addressing the areas of race, class and gender. Students will read book chapters and journal articles and are expected to contribute to classroom discussions of these materials. Students will also complete a writing project. Prerequisites: PSY 101 or permission of the instructor. Limited to juniors and seniors.

PSY 448. Clinical Neuropsychology (3).

Clinical neuropsychology studies human behavior following damage to or dysfunction of the nervous system. Such study seeks to establish both (a) the accurate assessment and remediation of damage or dysfunction and (b) a more complete understanding of the intact nervous system. Utilizing a pro-seminar format, this course is designed to introduce the advanced undergraduate student of psychology to the research findings and clinical applications of this developing subfield within psychology. Both case studies and laboratory-based research will be reviewed. Topics will include general principles of the brain-behavior relationship, basic and higher cognitive functions of the cerebral cortex, neuropsychological testing and assessment and processes of rehabilitation. Prerequisites: PSY 101 and PSY 340 or equivalent, or permission of the instructor.



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PSY 449. The Psychology of Disabilities (3).

This course explores in-depth some of the major psychological issues relevant to the field of disabilities. Following a seminar format, topics to be discussed include: autism, cerebral palsy, mental retardation, deafness, blindness, dual diagnosis, housing alternatives, self advocacy, sibling relationships, the social meaning of disabled, deinstitutionalization and human relationships. The perspective of the person with a disability and/or their family and support systems will be considered. Prerequisites: PSY 101; PSY 315 recommended.

PSY 471. Projects in Psychology (1-3).

Under faculty supervision, students who are especially interested and qualified may assist faculty members in research or complete a placement in an applied setting. Requirements to be determined by the student and faculty member. Prerequisite: permission of the instructor. Hours and credit to be determined by the instructor and student. Experiential course.

PSY 490. Field Experience in Psychology (3).

This course offers students an opportunity to synthesize and integrate their academic knowledge within a field setting in psychology. Students are placed in a mental health or other human service agency in which psychologists work or psychological concepts and principles significantly inform the goals and practices of the organization. Each student receives close supervision within the agency setting. Students also meet weekly in a group with the course instructor to discuss issues and problems related to their experience. Offered on a high pass/pass/fail basis only. Eight hours field experience and one hour classwork per week for two semesters. Only open to junior and senior psychology majors with permission of the instructor or department chair. Must be taken for two semesters. Experiential course.

PSY 491. Field Experience in Psychology (3).

This course offers students an opportunity to synthesize and integrate their academic knowledge within a field setting in psychology. Students are placed in a mental health or other human service agency in which psychologists work or psychological concepts and principles significantly inform the goals and practices of the organization. Each student receives close supervision within the agency setting. Students also meet weekly in a group with the course instructor to discuss issues and problems related to their experience. Offered on a high pass/pass/fail basis only. Eight hours field experience and one hour classwork per week for two semesters. Only open to junior and senior psychology majors with permission of the instructor or department chair. Must be taken for two semesters. Experiential course.

PSY 499. Departmental Honors in Psychology (1-8).

An upper-class student who wishes to complete a research thesis for Departmental Honors must submit a proposal prior to registration and a research report at the end of the semester. The proposal must be approved by the research director, the department chair and the academic dean. It will be kept on file, along with the research report, in the chair's office and the library. Prerequisite: PSY 401. Experiential course.

At Le Moyne College, the academic study of religion plays a key role in the search for meaning and value. Such study encourages students to think more critically and creatively about their beliefs and practices, as well as about the beliefs and practices of others. Religious traditions influence societies and cultures just as social and cultural concerns challenge religious conventions. Responsible citizenship requires accurate knowledge of religion and religions to respond thoughtfully to the complexities of the contemporary world. Through the academic study of religion, we expect our students to become critical and compassionate thinkers and agents in that world, a world at once troubled and wondrous.

Faithful to the College's Catholic Jesuit identity, the religious studies department affords students opportunities to search for meaning and value in the study of Scripture, the history of Christianity, Catholic theology and religious ethics. Faithful to the College's Catholic Jesuit intellectual tradition, the department invites students to discover meaning and value in human culture through the study of Islam, Judaism, Native American traditions, Asian religions and new religious movements, as well as through the study of religion in relation to science, the media, the paranormal, sexuality and gender, corporate responsibility and ethics from the perspective of the oppressed.

Our courses approach the study of religion as an interdisciplinary project that draws on theology, history, anthropology and sociology, among other disciplines. Because the College's mission charges the Le Moyne community to promote a more just society, some courses incorporate service learning: students examine their service-related experiences in critical dialogue with Catholic theology or other religious traditions.

Religious Studies Major

A student wishing to major in religious studies must complete 30 credit hours (10 courses) in religious studies: REL 200 (three credits), three REL 300-level courses taken for major credit (nine credits); four REL 300 or 400 elective courses (12 credits); a REL 400-level course (three credits); and the Religious Studies Colloquium (three credits). The student must also complete foreign language study through the intermediate level.

Upon declaring a religious studies major, students will receive a copy of the departmental learning goals. Students and their advisers will use these goals as a guide in selecting courses. Students will demonstrate progress toward the goals by compiling work drawn from each semester

into a portfolio for review by members of the department. During the senior year, in the context of the religious studies colloquium, students will reflect on that progress in a concluding assessment essay.

Religious Studies Major

Note: for the religion requirement in the core, REL 200 Religious Perspectives on the Human Situation is required, as well as REL 300-399.

Core Requirements	Hours
COR 100 First Year Seminar	3
WRT 101 Critical Writing	3
PHL 110 Introduction to Philosophy	3
HST 110 - HST 111 World Civilization	6
ENG 210 Major Authors	3
PHL 210 Moral Philosophy Theology	3
EAC Encountering Another Culture/Language	6
ENG 310 Literature and Culture	3
Mathematics	3
Social Science	3
Natural Science	3
IDS Interdisciplinary Studies*	3
Religion	3
COR 400 Transformations	3
Visual & Performing Arts*	1
Diversity*	0

NOTE: Some Core requirements may be fulfilled by major requirements.

* See core section for more information. Because there have been substantial changes to the core curriculum, the above requirements may not apply to all students; for students who entered Le Moyne College prior to Fall 2013, be sure to consult with your advisor for appropriate course selection(s).

Major Requirements	Hours
Four additional religious studies courses selected in consultation with advisor (2)	12
REL 200 Religious Perspectives (1)	3
REL 398-399; 498-499 Colloquium	3
REL 400-level seminar (3)	3
Three REL 300-level major courses	9

Major Support	Hours
Foreign Language (4)	6

(1) Fulfilled by core requirement. Because all majors must take REL 200, a major who is also an Integral Honors student will earn three elective hours in religious studies through completion of the Integral Honors humanities sequence (HON 101, HON 201, HON 202).

(2) REL 300-399 core requirement counts as one elective.

(3) This seminar is in addition to the 400-level core requirement for a seminar in REL or PHL.

(4) Chosen after consultation with the student's faculty advisor and department chair; intermediate level of competency required.

(5) Deadlines in this prospectus assume a may graduation date; the chairperson of the religious studies department may revise them to accommodate other graduation dates.

Note: REL 300-level major credit courses are taught by full-time religious studies faculty and are marked differently than REL 300-level core courses on semester course schedules. For example, REL 301 is a three-credit major course; REL 301 is a three-credit core course and does not carry major credit. However, majors must register for major credit courses at the beginning of the semester. To earn major credit, students must complete additional and/or alternate assignments designed by the instructor to help them progress toward meeting departmental learning goals. Such assignments might include assembling annotated bibliographies or writing bibliographic essays, reading and discussing theory and method in the academic study of religion, or playing a distinctive role within the class (opening/leading discussions or taking responsibility for presenting portions of the course material). These courses are also open to students minoring in religious studies or Catholic studies with the approval of the instructor and the department chairperson. Independent study courses may also be counted as major credit courses.

Departmental Honors in Religious Studies

In accord with 1988 guidelines approved by the academic dean, department chairs and program directors, declared religious studies majors with a 3.0 G.P.A. overall and a 3.25 G.P.A. in religious studies courses may pursue departmental honors, provided they have also demonstrated the potential to complete a research paper at least 25 – 30 pages in length.

During the fall semester of junior year, the departmental chair will invite eligible students to apply. The candidate for the departmental honors degree will determine a general area to research and choose a mentor from among the full-time members of the department with appropriate expertise. The mentor will direct the student as (s) he develops a proposal for the project. The proposal must include a well-formulated research question, description of methodology, a bibliography, a tentative outline and title, and criteria for evaluation. The mentor and two other members of the department must approve the proposal before spring registration. The student will then register for REL 490 (Departmental Honors Project).

During the fall semester of senior year, the student will complete a rough draft of the project under the mentor's guidance. On or before the last day of classes, he will submit a copy of the rough draft to his mentor and to the chairperson of the department.

Under the mentor's guidance, the student will complete a revision of the proposal during the spring semester. By April 1 (or a date agreed upon at the beginning of the process by student and mentor) the student submits a final draft of the project, along with evaluative criteria, to the examination committee. The chairperson of the department is responsible for establishing the examination committee; it typically includes the mentor and two other department members. In addition, as a matter of courtesy, (s)he formally invites the Faculty Committee for Integral Honors to participate in the defense. (S)he schedules the date, time and place and publicizes the event widely on campus. The defense date should be early enough to allow for any necessary revisions required by the examination committee.

After the defense, the mentor, in consultation with the department chair and the examination committee, decides how well the student's project has met its evaluative criteria and departmental standards. Upon a successful defense and completion of any revisions, the student is eligible for departmental honors at graduation.

Religious Studies and Education Programs

The religious studies department in collaboration with the education department offers a major program for those who plan a career in elementary education or teaching religion. The program consists of a major in religious studies with a minor in education. A student's program is designed after consultation with the chairs of both departments.

Students who plan a career in elementary education, special education or teaching English as a second language, may receive New York state certification with a major in religious studies and a minor in education. For a typical schedule, please see below.

Typical Program for Religious Studies Major with an Education Minor

<i>First Semester</i>	<i>Hours</i>	<i>Second Semester</i>	<i>Hours</i>
Freshman Year			
Theology	3	PHL 110 or REL 200	3
EDU 105	3	PSY 101	3
HST 110	3	HST 111	3
EAC	3	EAC	3
WRT 101	3	Mathematics	3
Sophomore Year			
EDU 205	3	EDU 225	3
PHL 210	3	ENG 210	3
REL 300-399	3	REL 300-level M	3
General Elective	3	REL 300-level Elective	3
Natural Science	3	General Elective	3
Junior Year			
EDU 305	3	EDU 365	3
EDU 315	3	EDU 375	3
ENG 310	3	REL 300-level M	3
PHL 301-303	3	REL 398 Colloquium	1
REL 398 Colloquium	1		
REL 300-level M	3		
Senior Year			
EDU 120	0	REL 400-level	3
EDU 405	3	COR 400A	3
EDU 430	6	REL Elective	3
EDU 431	6	REL Elective	3
		REL 398 Colloquium	1

Religious Studies Minor

A student wishing to minor in religious studies must complete 15 credit hours in religious studies.

Religious Studies Minor

<i>Minor Requirements</i>	<i>Hours</i>
REL 200 Religious Perspectives *	3
REL 300-399*	3
Two religious studies electives	6
REL 400-level seminar*	3

*Fulfilled by core requirements

Catholic Studies Minor

The interdisciplinary minor in Catholic studies offers an understanding of Catholicism and the role it has played in the formation of worldviews, economic systems and social arrangements in various cultures. Participants learn how Catholicism has contributed to and been shaped by historical and cultural events, particularly in the Western hemisphere.

Substitutions and/or waivers for courses can be requested from the director of the Sanzone Center for Catholic Studies and Theological Reflection.

Catholic Studies Minor

<i>Minor Requirements</i>	<i>Hours</i>
REL 332 Catholic Social Teaching	3
REL 367M American Catholicism	3
REL 375 Catholic Theology	3
Three courses from the following list:	9

- ENG 413 Contemporary Catholic Fiction
- HST 343 History and Spirituality of the Jesuits
- PHL 360 Questioning Existence of God
- PHL 361 Evil, Freedom and God
- PSC 367 War, Peace and Violence
- REL 369 Sociology of Religion
- REL 382 Buddhism & Catholicism

Courses

REL 100. Catholic Theological Reflect on Service (1).

Students engaged in service work sponsored by Le Moyne College but not explicitly related to a credit-bearing course will examine their service-related experiences in critical dialogue with Catholic theology. Students will choose a particular area of theology with which to dialogue and will work with an instructor with specialty in that field. Students may take this course more than once. Credit from this course does not fulfill core requirements but may be applied to a major or minor in Religious Studies or in Catholic Studies. The course is open only to students engaged in service work sponsored by Le Moyne College.

REL 200. Religious Perspectives (3).

An introduction to religion as a dimension of human experience which affects all aspects of life. Students will be introduced to the basic concepts and methods necessary for the study of religion and will be exposed to the basic modes of religious experience and expression as found in the world's religions. Special emphasis will be placed on the Jewish and Christian religious traditions.

REL 309. New Testament (3).

An introduction to the literature of the New Testament in the context of the history and religion of its times. After an overview of Hellenistic Judaism and the larger Greco-Roman world, the focus will be on the New Testament documents themselves: their history, literary structure and features, their theological stances, and the insight they may give into early Christian communities.

REL 314 (PSC 314). Church and State in the U.S. (3).

An overview of church-state relations from colonial times to the present. It includes: judicial decisions on the establishment of religion and the freedom of religious practice; the power of religious groups in the political process; church-state relationships in other nations. A one-credit integrated service learning experience may be offered with this course.

REL 315 (ANT 315). Biblical Archaeology (3).

Archaeology opens one window on the past. With its data we can create a theoretical reconstruction of life in antiquity: city size and design; types of economy; agricultural methods; industrial and military technologies; cult centers and artifacts. This particular course focuses on the archaeology of Syro-Palestine, especially on Jordan and Israel. It features a practical overview of an archaeological excavation set in the Middle East, from field work and record keeping to preservation of artifacts and analysis of data. It provides an overview of historical and cultural developments in the Middle East from the Paleolithic to Late Islamic periods. It also develops the skills to interpret and evaluate critically a variety of archaeological publications and data.

REL 318. Religion and Science (3).

This course explores the intersection of religious thought and practice, on the one hand, and the natural sciences, on the other, as human attempts to understand and interpret both natural and human environments. The course will examine different models for conceiving the relationship between religion and the sciences as well as the meaning and function of specific concepts, theories, and paradigms in science and religion. Although the primary focus will be methodological, attention will also be devoted to particular questions of ethics and public policy that pertain to science and religion.

REL 319. Varieties of Latino/a Religions (3).

Varieties of Latino/a Religions is an introduction to New World religions in Mexico, the Caribbean, and the United States. This course will analyze the emergence of new traditions in and through the contact, collision, and exchange of Spanish Catholic, African, and American indigenous cultures. It will also explore their further transformations in the context of the modern, Anglo-Protestant culture of the United States. Theoretical issues to be explored will include religion and political in/subordination, religion and "hyphenated identity", and religion and capitalism. Fulfills Core diversity requirement.

REL 320 (GWS 320). Women and Religion (3).

In view of the rapidly changing self-concepts and roles of women, both in the churches and in society as well as the discussion about the nature of our images of God and our use of God language, this course explores some of the implications of these changes for modern women and men. Historical, archetypal and contemporary material is used in a seminar format.

REL 323 (ANT 312). Native American Religions (3).

A study of selected Native American traditions from historical and comparative perspectives. Particular attention will be given to the Iroquois and will include discussion of Iroquois-Christian interaction.

REL 325. Religion and Ecology (3).

Religion and Ecology explores the ways that religious traditions understand and interact with their environments. The course asks how religious communities think about "nature" and "life" and how they define a human relationship to, and responsibility for, the earth. Students will develop skills in identifying the religious underpinnings of contemporary attitudes and practices regarding the environment.

REL 326. Religion and Popular Culture (3).

Popular culture can be studied from a variety of approaches. This course "reads" movies, TV, Internet sources (blogs, memes, YouTube, etc.) and other material in conversation with the study of religion. While in some cases this will mean the examination of how religion is portrayed in the source material, it will also involve asking how the sources function as religion in the United States today, and how ideas that we usually think of as "religious" might be found in popular sources. Prerequisites: Junior Standing.

REL 327. Religion, Drugs, and Culture (3).

What's the different between a drug and medicine? Is there a relationship between legality and morality? Throughout human history, various types of natural and synthetic mind-altering substances have occupied central roles in a variety of cultures, religious rituals, and laws. Religion 327 explores the spiritual potentials as well as dark recesses that some of these substances have come to assume in specific cultural contexts. The first half of the course will interrogate differences between "hallucinogens" and "entheogens" by focusing on the sacramental importance of peyote, ayahuasca, and psychedelic mushrooms in particular indigenous rituals- as well as the modern western appropriation of these plants and/or their active psychotropic chemicals for the purpose of psychological exploration and medical experimentation. The second half of the course will focus primarily on alcohol, especially from the lenses of Islam, Christianity, and the contemporary American context, by exploring alcohol as a legally circumscribed and/or sacramentally sanctioned substance. Part of this exploration will involve the religious dimensions of addiction and recovery in both Native American and modern western settings, such as Alcoholics Anonymous. Through a critical analysis of "drugs" in their cultural contexts, Religion 327 will illuminate the central importance of mind-altering substances in religious thought and practice while at once questioning the boundaries between drugs and medicine, religion and culture. Your ability to benefit from this class will neither be hindered nor aided by your religious affiliations or lack thereof. The same goes for your personal experience with substances we learn about in the course. What will benefit you is your ability to seriously entertain a multiplicity of worldviews-some of which may strike you as illogical, grotesque, and strange, and others beautiful, compelling, and natural.

REL 331. Christian Ethics (3).

An introduction to significant approaches to religious ethics and the study of particular personal and social problems from religious perspectives. Examples of topics included might be marriage, abortion, homosexuality, nuclear warfare and world hunger.

REL 332. Catholic Social Teaching (3).

This course aims to help students clarify their unexpressed values as a step toward developing a value system. It seeks to develop habits of re-examining the student's purposes, aspirations, attitudes and feelings to find an intelligent relationship between his or her life and the world. The course begins with a consideration of the viability of Christian ethics as applied to the personal and social aspects of life. It evaluates the value presuppositions of both students and leaders and applies these values to case studies.

REL 336 (PGS 336). Comparative Social Ethics (3).

The course is a study in comparative religious ethics. The course will guide students through the ethical perspectives that eastern, western, and indigenous religious traditions have developed on four social issues facing our world: the construction of sexuality and gender, social justice, violence and the environment.

REL 337. Christian Social Ethics (3).

This course offers an approach to contemporary social issues and underscores the importance of the Christian ethical dimension in these issues and in character formation. Students will be introduced to the methods and resources for ethical analysis and decision making. Issues addressed will include the family, liberation, violence, non-violence, the environment, sexuality, the economy, life and death and medicine.

REL 345. What Does Prayer Do? (3).

The monk, the poet, the neuroscientist, the constitutional lawyer--all hear the question what does prayer do from their own perspectives. Students will approach this enduring question from multiple disciplinary perspectives, including theology, philosophy, religious studies, medicine, the social sciences, law, and the arts. Readings will be chosen from major wisdom traditions, with some emphasis on Christian examples. Prerequisites: PHL 100-level and PHL 200-level.

REL 346. Religion and Life Stories (3).

One way in which humans carry out their quest for meaning in life is by attending to the lives of others. Such a quest involves the religious dimensions (broadly understood) of human existence. This course investigates such a quest for meaning in the life stories of significant individuals in history.

REL 349. Religion in Contemporary Film (3).

This core course is a writing-intensive critical analysis of contemporary European and American films from the perspective of concerns and questions associated with a critical study of religion: freedom, violence, gender and sexuality, grace, eros, reconciliation, sacrifice, the other, redemption. Visual texts or films for the course include, but are not limited to, Amadeus, Kundun, Little Buddah, Smoke Signals, Unforgiven, Aliens, Babette's Feast and Breaking the Waves. Course readings are (1) primary religious texts from indigenous traditions, Asian religions, Judaism, Christianity, and Islam; and (2) film criticism incorporating feminist, literary, biblical, and theological methodologies. Class style: short lectures, guided discussion (led by students and instructor), screening of films. There are weekly papers or electronic postings, a course project and short presentation on that project. Fulfills REL 300 core requirement. Fulfills core Visual and Performing Arts requirement. (VPA)

REL 350. World Religions and Film (3).

This course satisfies the REL 300 core requirement. It offers a comparative study of major world religious traditions as manifested in both religious writings and a variety of international film texts. Through lectures, discussions, assigned readings, and weekly screenings of films rooted in specific religious traditions, students will gain a broad, basic knowledge of contemporary Eastern and Western religions. Students will consider Hinduism, Buddhism, Judaism, Christianity, and Islam, with emphasis varying each semester. The course pays attention to the tenets, ritual and worship, ethics and historical background of each tradition through as seen in both classic and contemporary films. The course is valuable to students unfamiliar with major world religious traditions or the cinema's profound ability to inform, motive and inspire.

Requirements: weekly readings, short papers, film screenings, lectures, discussion and final exam. Fulfills Core requirement(s): VPA.

REL 360. The Qur'an (3).

This course will approach the Qur'an from a broad angle by covering not only the text's historical development, reception, and classical interpretations, but also modern topics, such as the Qur'an in American politics as well as perspectives of violent resistance groups who justify martyrdom operations by citing specific passages of the text. Additionally, because the Qur'an remains a primarily oral text even today, a significant component of the course would involve aural exercises. We will also give attention to calligraphy, amulets, ritual, and literature that draw upon the holy text of Islam--all in order to holistically investigate our subject. Prerequisite: REL 200.

REL 362. Judaism (3).

The general purpose of this course is to provide a historical survey of Jewish religious thought from its biblical origins through the post-biblical era to the present. An overview of the major ideas that influenced Jewish history is followed by an analysis of the outstanding theological concepts. Consideration is given to the life cycle that affects Jewish personal existence. This course also indicates the ethical and moral precepts that characterize Judaism throughout the ages. Course sponsored by the Jewish Chautauqua Society.

REL 363 (PGS 365). Religions of Asia (3).

The practices, beliefs and history of Hinduism, Buddhism (including Japanese developments) and Taoism will be examined in this course. Particular attention will be given to the relationship of each tradition to its cultural context in the course of history and to problems confronting each tradition in the modern world. Fulfills Core Requirement(s): DIV.

REL 364. Religion in America (3).

From a religious point of view, major historians have described America variously as a righteous empire, a lively experiment in pluralism and a nation with the soul of a church. As these descriptions, taken together hint, American religious history is colored by the existence of three distinct and often conflicting forces: evangelical piety, a political pluralism and a distinctive form of civil religion. This course will attempt to trace and to celebrate the enduring vitality of each of these forces throughout the history of the republic and to make the student aware of the tensions which have arisen and which continue to arise as a result of the divided pedigree of American religion. Topics to be covered will include the New England way, immigration and nativism, Manifest Destiny and the rise of indigenous American religious communities.

REL 365. Islam (3).

Followers of Islam, called Muslims, number at well over a billion and span the globe from California to Cairo to Kuala Lumpur. Because their languages, practices and geographical centers are diverse and complex we will approach a variety of texts (e.g., the Qur'an, prophetic reports, and prayer manuals), people (e.g., Muhammad, Rabi'a of Basra, and Malcolm X), and concepts (e.g., faith, afterlife, and violence), from multiple angles—a process that should prove both challenging and rewarding. The course will take a roughly chronological approach, beginning with the genesis of Islam in the 7th-century Arabian peninsula, but we will also examine themes such as gender, mysticism, and language. Given our 21st-century America context, moreover, we will also consider the implications of our subject on the modern world and America in particular throughout the entire semester. Therefore, this course will not only give attention to "Islam" per se, but also how to metacognitively study Islam. The course will press you to seriously entertain a multiplicity of worldviews—some of which may strike you as illogical, grotesque, and strange, and others beautiful, compelling, and natural.

Sometimes called Sufism, mystical expressions of Islam have varied greatly across space and time. This course will emphasize commonalities of mysticism across traditions as well as the distinctive qualities of Islamic mysticism and its relationship to the Sufi tradition. By examining the lives and works of seminal Muslim thinkers such as Rabi'a of Basra (d. 801), Abu Hamid al-Ghazali (d. 1111), and Jalal ad-Din Rumi (d. 1273), while also exploring film, art, music, and other media, we will seek to understand the diverse expressions of Sufism and mysticism in Islam as well their roles in the premodern and contemporary worlds. Prerequisite: REL 200.

REL 366. Islamic Mysticism (3).

This course offers a thematic examination of religious thought and culture in Latin America from the time of conquest to the present. From the perspective of cultural studies, this course explores the pervasive influence of religion in the formation of Latin America identity, culture, politics and material history. Particular attention will be given to the diversity and syncretization of religious traditions, as well as to the continuing importance and influence of pre-conquest religious ideas, values, and traditions. Topics considered include: colonialism and missionary history; influence and effects of Spanish and African religious traditions; religion and intellectual life; political movements and the theologies of liberation; relationship; relationship to U.S. Latino religious identity and traditions.

REL 368 (PGS 368). Rel Thought/Cult in Lat Americ (3).

This course offers a thematic examination of religious thought and culture in Latin America from the time of conquest to the present. From the perspective of cultural studies, this course explores the pervasive influence of religion in the formation of Latin America identity, culture, politics and material history. Particular attention will be given to the diversity and syncretization of religious traditions, as well as to the continuing importance and influence of pre-conquest religious ideas, values, and traditions. Topics considered include: colonialism and missionary history; influence and effects of Spanish and African religious traditions; religion and intellectual life; political movements and the theologies of liberation; relationship; relationship to U.S. Latino religious identity and traditions.

REL 369 (SOC 369). Sociology of Religion (3).

The relationship between religion and society is complex, dynamic, and ever-changing. It has been at the root of sociology itself since the discipline began and was central to the work of many of its founders. In this course, you will use a sociological perspective to examine this relationship between religion and society. Much of the class will deal with American forms of religion, but we will also consider examples of religion outside of the U.S. context. Fulfills Core diversity requirement.

REL 371 (HST 343). History and Spirituality of the Jesuits (3).

This course will acquaint students with the history and the distinctive, world-engaging spirituality of the Society of Jesus. In addition to presenting a chronological overview of Jesuit history, it will also examine the central themes of the Spiritual Exercises and the missionary strategies and philosophy of education of the Jesuits. Prerequisite: Must have at least Junior status to register for this course.

REL 374 (PGS 374). African Christian Theology (3).

The course examines the encounter between African traditional religions and cultures and European Christianity during nineteenth century missionary expansion into sub-Saharan Africa. It also explores the movements that gave rise to contemporary African Christian theology. Although the course is ecumenical in scope, it places particular emphasis on the Roman Catholic theological tradition.

REL 375. Catholic Theology (3).

This course will introduce the student to contemporary understandings of Catholicism. The development of the church's tradition will be traced from its foundations in Scripture and the Councils of the Church to the present day. Topics to be covered include Christology, ecclesiology, morality and sacramental theology.

REL 378. Jesus Christ Through History (3).

From the time of the historical Jesus until the present, the figure of Jesus has undergone significant changes in interpretation. This course will trace these changes and assess the reasons for them. The course will also allow students to assess contemporary interpretations of Jesus.

REL 382. Buddhism & Catholicism (3).

This course will enter into the contemporary dialogue between Catholicism and Buddhism, exploring both the fundamental differences and the possible affinities between them. In addition to becoming acquainted with another major world religion, students will be presented with fresh perspectives for approaching Catholicism's own rich heritage of mysticism, monasticism and social service. Students will pursue comparative study of such topics as the relation between religious language and experience, concepts of the self and ultimate reality, the causes of and remedies for human suffering and the meaning of spirituality as an engagement with the world, not a flight from it.

REL 383 (PHL 324). Philosophies of Judaism (3).

An examination of a variety of Jewish philosophical tendencies as responses to fundamental crises and challenges. The course will focus on several paradigmatic philosophies of Judaism in terms of the following: (a) the human person (philosophical anthropology); (b) revelation and obligation; (c) theology; and (d) Jewish identity and existence. The influence and importance of gender and culture in the development of these philosophies will also be stressed. (D)

REL 385-389. Special Topics in Religion (3).

This course provides the opportunity to teach a course one time only. This provides professors and students the opportunity to explore a course of mutual interest. Prerequisite: REL 200.

REL 390. Independent Study (1-3).

A student who wishes to pursue independent study for academic credit must submit, prior to registration, a proposed plan of study that includes the topic to be studied, the goal to be achieved, the methodology to be followed, the schedule of supervision, the end product, the evaluation procedure and the number of credits sought. All proposals must be approved by the supervising faculty member, the department chair and the academic dean. They will be kept on file in the academic dean's office. Prerequisite: REL 200.

REL 391. Independent Study (3).

A student who wishes to pursue independent study for academic credit must submit, prior to registration, a proposed plan of study that includes the topic to be studied, the goal to be achieved, the methodology to be followed, the schedule of supervision, the end product, the evaluation procedure and the number of credits sought. All proposals must be approved by the supervising faculty member, the department chair and the academic dean. They will be kept on file in the academic dean's office. Prerequisite: REL 200.

REL 392. Independent Study (1-3).

A student who wishes to pursue independent study for academic credit must submit, prior to registration, a proposed plan of study that includes the topic to be studied, the goal to be achieved, the methodology to be followed, the schedule of supervision, the end product, the evaluation procedure and the number of credits sought. All proposals must be approved by the supervising faculty member, the department chair and the academic dean. They will be kept on file in the academic dean's office. Prerequisite: REL 200.

REL 395. Special Topics (3).

The department of religious studies recognizes that students often have interests that are not covered in the scheduled course offerings. REL 395-399 provides a structure by which a group of students may petition the department to offer a course in a subject matter of particular interest to the students. The following conditions must be met in order for such a course to be offered: (1) A group of at least 10 students must agree on an area of inquiry and submit formal petition to the chair of the department; (2) the petition normally must be filed with the chair by Oct. 15 for a spring semester course and by March 1 for a fall semester course; (3) necessary resources among faculty and library must be available; and (4) the petition must be reviewed and approved by the curriculum committee of the department of religious studies. Prerequisite: REL 200.

REL 398. Religious Studies Colloquium (1).

The colloquium will meet bi-weekly for two hours to examine significant topics and developments pertinent to the history, expression,

and study of religion. Faculty and students will decide upon a unifying theme for the course each semester, but course topics will depend on the interests of the student (or occasionally faculty person) presenting for the day. Colloquium will take advantage of public lectures, both at Le Moyne and in the region. Students will actively assess their progress toward meeting Religious Studies learning objectives. Eligible students may develop ideas for departmental Honors projects and, as they progress on their projects, present their research to their peers.

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REL 400 (PGS 408/PGS 385). Religion, Conflict, Peace/African Context (3).

This course is designed to introduce the class to basic questions, patterns, and contemporary issues on religion, justice, and peace in an African context. As such, the course will not be centered on the presentation of a particular narrative, thematic or structural account of the history of the multiple conflict situations in Africa. On the contrary, it is the aim of this course to take a case-study approach to the problems affecting Africa. In the light of the perspectives on Peace and Global Studies Program at Le Moyne College, we shall focus on ethnicity, religion and justice in conflict situation in African context. While this course aims to introduce student to the socio-economic, political and religious problems affecting the continent go back to the colonial period. Fulfills Core Requirement(s): DIV.

REL 400-419. Senior Seminars in Religious Studies (3).

These courses are designed to investigate the presuppositions, structures and images that underlie the human attempt to understand basic religious issues. Through various unifying foci (such as the question of God, theory and praxis, faith and justice, etc.), students will be enabled to come to a reflective understanding of their own religious assumptions and values in the context of their previous years of study. The courses will have a seminar format, with an emphasis on student discussion and active integration of material through class presentations and written work.

REL 401. Corporate Responsibility (3).

Corporations (public and private) play important roles in the lives and livelihoods of individuals; in fact, they seem to envelope, if not replace, persons as the loci of power and responsibility. Corporate Responsibility is an integrative and interdisciplinary senior capstone

course which deals with the critical social and moral questions that such an economic life raises. Through a combination of case studies, lectures and student group projects, the course will underscore the importance of the religious ethical traditions, especially the Christian, in the struggle to understand whether "economic decisions have human consequences and moral content." Open to students from all major disciplines. Senior core seminar. Prerequisites: REL 200, a REL 300-level course and senior standing.

REL 402 (PGS 404). Jerusalem-The Politics of Sacred Space (3).

These courses are designed to investigate the presuppositions, structures and images that underlie the human attempt to understand basic religious issues. Through various unifying foci (such as the question of God, theory and praxis, faith and justice, etc.), students will be enabled to come to a reflective understanding of their own religious assumptions and values in the context of their previous years of study. The courses will have a seminar format, with an emphasis on student discussion and active integration of material through class presentations and written work.

REL 403 (GWS 403). Religion and Globalization (3).

The peoples of the world have increasingly come to live as a single social unit. The historical process by which this has come about is referred to as globalization. Religions have contributed to, and been affected by, globalization. While some religions aspire to become global, today many religious leaders decry globalization, and in particular the global economy, for forcing developing countries to become severely dependent on industrial and post-industrial nations. The seminar discusses the concept of globalization, investigates the globalization of religions, and pursues ethical issues concerning globalization. A case study approach encourages students to work collaboratively on topics of interest to them and to make the seminar a capstone experience in which they may integrate their work across the curriculum. Fulfills core Visual and Performing Arts requirement. (VPA)

REL 404. Before Heaven & Hell (3).

This seminar asks two interrelated questions. First, how might understandings of death inform the way we live? Second, what do various conceptions of an afterlife - for example, notions of judgement, the immortality of the soul, and resurrection of the body - suggest about what it means to be human? Early Christian sources from the New Testament to Augustine are considered in the context of readings from earlier and surrounding cultures, including the Hebrew Bible and Greco-Roman literature.

REL 405. Ethics:Perspect of Oppressed (3).

This senior seminar will study ethics from the perspective of social groups in American society whose voices have too often been muted because of oppression and marginalization. Those groups include the poor, women, people of color (African American, Native American and Latino) and gays/lesbians. The focus will be to allow these groups to voice the nature of their oppression (its causes and extent), to chal-

lunge the inadequacies of traditional morality and to identify the moral resources to promote social change. Prerequisites: REL 200, a REL 300-level course, and senior standing.

REL 406. Theology of Christian Art (3).

The course will explore Christian religious art as symbols which promote human faith and the consequent creative and redemptive work of God. This course explores the works of Christian art in tandem with Christian expressions of and/or reflection upon that faith which those works seek to promote. Through the study of primary texts which elucidate that faith in its historical contexts the seminar will seek to understand the role which art plays in God's work of creation and redemption. Readings will be drawn from key texts from key texts from Scripture, the early Christian apologists, patristic writers, ecumenical councils, mystics, theologians and reformers. Art works will range from frescoes in the catacombs through medieval, renaissance and modern architecture, sculpture and painting.

REL 407. Postcolonial Theol & Cinemas of 3rd Wrld (3).

This Senior Seminar will explore both the emerging discipline of post-colonial theology and the growing importance of Third World cinema. Considering the challenges posed by contemporary Third World theologians, both female and male, this course will explore the many ways in which their concerns have been manifested in an international variety of works by male and female filmmakers. As we analyze emerging themes and issues in African, Latin American, and Asian culture today, the course will promote global awareness in doing theology and explore possibilities for dialogue and solidarity among people in different contexts. It will also show how Christianity's historical relationship with empire has shaped recent and contemporary understandings of non-western traditions and interpretative frameworks.

REL 409. Cults and Cultural Conflicts (3).

A common feature of the experience of religious "cults", which have emerged in all major religious traditions, is some degree of conflict with the surrounding culture. This course will explore the dynamics of cultural conflict experienced by "cults". We will explore the following questions: What do we mean by the terms, "cult", new religious movement, alternative religion, and minority religion? Why does conflict between "cults" and the surrounding culture occur? What forms does it take? What factors exacerbate or mitigate conflict? What strategies have various "cults" employed to deal with conflict? Which strategies have been most successful? Why? What strategies have various cultures employed to deal with conflict with "cults"? Which strategies have been most successful? Why?

REL 410. The End Is Nigh! Understanding the Apocalyptic Worldview (3).

This course investigates the origins, development, and legacies of the apocalyptic and millennial worldviews. The course will explore the origins of these worldviews in the myths, stories, and traditions of the Ancient Near East; how these images and motifs are incorporated in the Biblical tradition(s); and how the worldview develops within

various historical periods of hope and crisis. The course will also investigate apocalyptic literature, the elements of the genre, how these become lenses for evaluating the social and political reality of believers and non-believers alike. Students will explore the adaptation and appropriation of apocalypticism/millennialism by various social and religious movements as well as the "Americanization" and mainstreaming of this worldview. Lastly students will have the chance to research and present on a variety of religious and political apocalyptic movements. Prerequisites or corequisites: Successful completion of REL 200 and REL 300. This course is open to students with senior standing and fulfills the Core Senior PHL/REL Seminar requirement. The department chair may admit other students at his/her discretion.

REL 411. Public Religion and the Social Order (3).

This seminar will study the religious dimensions of secular, social behavior by uncovering the experiences of ultimacy or sacrality in political, economic and social institutions, myths and behavior. Students will investigate a variety of ways that religious persons and groups have used historically both to interpret and to interact with the social order. In addition, the effect of changes in the political and social order upon religious communities and traditions will also be examined. Primary attention will be devoted to religion and the social order in the United States of America. Prerequisites: REL 200, a REL 300-level course and senior standing.

REL 412 (GWS 416). Religion, Sex and Gender (3).

This seminar will study the religious understandings of sex and sexuality, and the role which religion plays in establishing and reinforcing gender roles. Students will explore the attitudes toward sex and sexuality found in religious art, music and literature. The course will treat the dualisms which prevail in all cultures and academic disciplines that assign different tasks and qualities to men and women. Students will also discuss the gender expectations of different religious traditions to assess the impact that such expectations have on the pursuit of knowledge. Senior core seminar. Prerequisites: REL 200, a REL 300-level course and senior standing. Fulfills Core Requirement(s): DIV.

REL 413. Religion and the Imagination (3).

In this seminar, students will be asked to examine patterns of symbols in literature, in the visual and performing arts, including religious myths, texts and rituals. The purpose of this study will be to appreciate the role of the imagination in the creation and interpretation of various cultural expressions. The seminar will also discuss the limitations which post-Enlightenment efforts at demystification impose on understanding the human condition. Senior core seminar. Fulfills core Visual and Performing Arts requirement. (VPA) Prerequisites: REL 200, a REL 300-level course and senior standing.

REL 414. Post-Modern Christian Theology (3).

In this seminar, students will be asked to explore the mutual influence of theology and culture. Post-modernity critiques the Enlightenment mentality, but there are several strands of such criticism, some con-

genial to theology, others that are not. Within this context, attention will be paid to postmodern expressions of culture in art, literature and philosophy; the questions raised for and by theology; and the responses of various theologies to these questions. Senior core seminar. Prerequisites: REL 200, a REL 300-level course and senior standing.

REL 415 (PHL 415). Theol/Philosoph of Liberation (3).

This seminar will provide the opportunity for students to examine philosophical and religious traditions of social and political liberation in the Americas. Special consideration will be given to reflections on gender, race and class in theology and religion. The convergence of theory and social praxis in ecclesial base communities, as well as the politicization of Latin American philosophical thought in the midtwentieth century as a response to the Cuban Revolution challenge to liberation philosophy and theology will be studied. Prerequisites or corequisites: REL 200, REL 300, PHL 101, PHL 201, PHL 301. This seminar may be taken as either philosophy or religious studies. In either case, it will fulfill the core senior PHL/REL seminar requirement.

REL 416. Religion and the Media (3).

This course focuses on the relationship between mass media and religion in U.S. and other cultures. It introduces students to media studies and some of the methods used to study the intersections of religion and mass media, and analyzes how print and electronic news media, as well as television and film, have depicted (represented) specific religious groups and religion in general, as well as how such media represents gender, class, race, and ethnicity in a religious context of religion. The course also considers the ways in which religion and media interact and influence each other.

REL 420 (COR 400B). The Future of Being Human (3).

In light of ecological crisis, rapid technological change, and widespread social alienation, what is the future of being human? This transdisciplinary course invites students to join a conversation about what it means to be human in the twenty-first century, a conversation also incorporating voices of theologians, philosophers, scholars of religion, fiction writers, literary critics, and natural and social scientists. The course features both a public lecture series and a more intimate seminar experience. Prerequisite(s): Senior Standing.

REL 421. The Occult in American Religions (3).

From the eighteenth century until today, a succession of metaphysical/occult religions has emerged in the United States emphasizing the marvelous and weird dimensions of the modern world. Religious Studies 421 analyzes the cultural appeal and function of wonder, terror, and desire in a number of these movements, including Freemasonry, early Mormonism, Spiritualism, Ufology, New Age spirituality, and Scientology.

REL 490. Research (1-3).

An upper-class student who wishes to undertake a research project for academic credit during a given semester must submit a research

proposal prior to registration and a research report at the end of the semester. The proposal should specify the number of credits sought. All proposals must be approved by the research director, the department chair and the academic dean. They will be kept on file in the academic dean's office. Prerequisite: REL 200. May be used to fulfill the second religious studies course required by the core curriculum.

THE 100. Catholic Theological Reflection on Service (3).

This course analyzes and explores the theological dimensions of service in critical dialogue with the Catholic tradition, thereby introducing students to a central question or questions in Catholic theology, as per the specifications of the Core IV document.

THE 125. Biblical Women (3).

Focusing on close readings of stories of biblical women, this course introduces students to the Hebrew Bible, deuterocanonical sources, and the New Testament, with attention to the social and historical contexts of those writings, the afterlives of biblical women in later religious traditions, and gender theory.

THE 175. Catholic Theology (3).

This course will introduce the student to contemporary understandings of Catholicism. The development of the church's tradition will be traced from its foundations in Scripture and the Councils of the Church to the present day. Topics to be covered include Christology, ecclesiology, morality and sacramental theology.

THE 184. Christian Creed: Mystery and Symbol (3).

An exploration and critique of the beliefs of Christianity through an examination of its expression in the ancient creeds of the church. The course will relate the Nicene Creed common to nearly all Christians to its roots in the Bible and then develop a commentary of the contents of the creed from a contemporary perspective.

THE 201. Old Testament (3).

A general introduction to the literature of the Hebrew Bible (the Christian Old Testament). The course will consider different approaches to this material, such as historical criticism, rhetorical analysis, etc. Students will also explore the history of biblical Israel within the context of the ancient Near East. Selections of the Torah (Pentateuch), the prophets and the writings will be studied.

THE 235. Eco-Theology and Film (3).

This course will introduce the rising field of Eco-Theology, presenting many of the ways in which humanity's relationship to nature has been understood. Our approach will be interdisciplinary, and students will be encouraged to explore the issues and materials from a range of perspectives, both theological and artistic.

THE 237. Christian Social Ethics (3).

This course offers an approach to contemporary social issues and underscores the importance of the Christian ethical dimension in

these issues and in character formation. Students will be introduced to the methods and resources for ethical analysis and decision making. Issues addressed will include the family, liberation, violence, non-violence, the environment, sexuality, the economy, life and death and medicine.

THE 240. Theological Responses to Suffering (3).

This course will examine the various types, causes, and dimensions of suffering, as well as traditional and contemporary religious responses to human suffering. While the course will draw from the wisdom of both Eastern and Western theological and spiritual traditions, particular attention will be given to the Christian/Catholic tradition.

THE 247. Christian Life: Symbol and Practice (3).

This course will explore various components of Christian life as it is contemporaneously experienced and symbolized. To achieve this, the topics of religious experience, faith belief and conversion will be treated in the context of various modes of symbolization: scripture, sacrament and liturgy, doctrine and literature.

THE 248. Christian Spirituality (3).

This course will provide the student with an overview of Christian spirituality. It will consider the biblical foundations of Christian spirituality and its historical development through the centuries. A major portion of the course will look at the contemporary practice of Christian spirituality, including prayer, discernment, spiritual direction and the usefulness of insights from psychology regarding dreams, personality and gender. Students will be introduced in-class to various methods of Christian meditation.

THE 267. American Catholicism (3).

This course will introduce the student to the history of American Catholicism from colonial days to the present. Special emphasis will be placed upon a consideration of the problems which the church faced as it tried simultaneously to be American enough to please a frequently skeptical and sometimes hostile American culture; conspicuously Catholic enough to please Rome and Catholic enough in the forms of piety and governance to please the diverse ethnic groups that comprised its membership. Topics covered will include Catholic patriotism, Americanization, the Americanist crisis, nativism and American Catholic intellectual life.

THE 274 (PGS 374). African Christian Theology (3).

The course examines the encounter between African traditional religions and cultures and European Christianity during nineteenth century missionary expansion into sub-Saharan Africa. It also explores the movements that gave rise to contemporary African Christian theology. Although the course is ecumenical in scope, it places particular emphasis on the Roman Catholic theological tradition.

THE 277. The Church: Community in Christ (3).

An exploration of the community of Jesus' disciples which developed into a worldwide, multi-faceted and structure communion of communions. This study will consider the scriptural roots of this communion and its subsequent theological development. It will also propose and critique contemporary concepts of the church.

THE 303. Prophets (3).

This course concerns the prophetic writings of the Hebrew Bible. The class will study the phenomenon of prophecy in the ancient Near East in general and in biblical Israel in particular. Using the work of anthropologists and social scientists, the class will also consider briefly prophecy in contemporary tribal societies in order to understand the role of prophecy in Israelite society. The class will meet the prophetic books on their own terms, as the works of theologians and thinkers, influenced by their social contexts, with specific notions about God, history, the future and the role of human choice and behavior in shaping national and personal destiny.

THE 310. Synoptic Gospels (3).

An in-depth examination of Matthew, Mark and Luke. This course will examine what is common to the first three Gospels, including, but not limited to parables, healing stories, controversy stories and accounts of the passion and resurrection. Questions of methodology and background will be treated as necessary. The emphasis will then shift to close readings of each Gospel in order to gain an appreciation for the distinctive theology and literary structure of the three.

THE 311. Johannine Literature (3).

An in-depth examination of the fourth Gospel and Johannine epistles. The distinctive Johannine theology will be assessed, with some attention to the differences (literary and theological) between John and the synoptic Gospels. The course will also discuss theories of the history of the Johannine community, with consideration for how the community's situation may have affected its theology.

THE 312. Pauline Epistles (3).

The course has two main purposes: (1) to answer the question, "What gospel does Paul preach?"- that is, to come to an understanding of Paul's rich theology; and (2) to learn, through the epistles, more about the milieu in which Paul worked: the social conditions, competing theological movements within early Christianity, issues of community life. As time permits, the course may also include an overview of the images of Paul preserved by other writings such as Acts of the Apostles and the deuterio Pauline Letters.

THE 331. Christian Ethics (3).

An introduction to significant approaches to religious ethics and the study of particular personal and social problems from religious perspectives. Examples of topics included might be marriage, abortion, homosexuality, nuclear warfare and world hunger.

THE 378. Jesus Christ Through History (3).

From the time of the historical Jesus until the present, the figure of Jesus has undergone significant changes in interpretation. This course will trace these changes and assess the reasons for them. The course will also allow students to assess contemporary interpretations of Jesus.

THE 381. Christianity in Dialogue With World Religions (3).

This course will explore contemporary dialogue between Christianity and other world religions, with the aim of helping students address basic questions that arise in the course of such inter-religious relationships. Students will explore some of the basic attitudes that Christian thinkers have taken toward respectful engagement of other faiths, as well as addressing the obstacles that hinder dialogue. Furthermore, Christian approaches to interfaith dialogue will be explored intensively with respect to one particular world religion or family of traditions, which may vary as the course is offered from year to year. We will enter into the contemporary dialogue between Christianity and Hinduism. Our study will focus on Hindu-Christian dialogue as it has been enacted in both personal and communal contexts. A further focus will address the performance of dialogue through the cross-cultural interpretation of canonical texts.



Visual and Performing Arts

Chair: Karel I. Blakeley

Program Director: Matt Chiorini, David Moore, Travis Newton

Professor(s) of Practice: Edward Ruchalski

Visiting Assistant Professor(s): Lindsey Sikes

Adjunct(s): Ruth Arena, Stephen Butler, Larry Crabtree, Barry Darling, Jerry Exline, Linda Facciaponte, Jennifer Gandee, David Grindle, Carol Jacobe, Katya Krenina, Carolyn Pardee, Jocelyn Rauch, Miranda Traudt, Danan Tsan, Catherine Underhill

The visual and performing arts department offers students opportunities in a wide range of creative expression and arts appreciation. The department includes a theatre arts major and minor, arts administration minor, visual arts minor, dance minor and a music minor. Each program presents an array of classroom, studio and applied courses designed to encourage the education of the whole person.

Arts Administration Minor

Students interested in exploring the application of management principles in the context of the art world (dance, film, music, theater and visual art) are encouraged to explore the interdisciplinary arts administration minor. In order to complete a minor in arts administration, students must complete nine credits in the arts administration core

and six credits from the applied arts, communication & film studies and Madden school of business courses.

Arts Administration

<i>Minor Requirements</i>	<i>Hours</i>
Arts Administration Foundation Courses	9
AAD 201 Arts Administration I	
AAD 301 Arts Administration II	
AAD 490 Arts Administration Internship	
Applied Arts Courses	3
ART 220 Drawing	
ART 224 Introduction to Illustration	
ART 230 Painting	
ART 235 Watercolor Painting	
ART 240 Black and White Photography	
ART 243 Color Photography	
ART 247 Studio Photography	
ART 260 Sculpture	
ART 265 Introduction to Ceramics	
CMM 205 Introduction to Video Production	
CMM 307 Communications Photography	
CMM 315 Filmmaking As Art	
CMM 332 Dramatic Video Production	
MUS 208 Musical Theatre Workshop	
MUS 390 Applied Music I	
MUS 391 Applied Music II	
MUS 394 Choral Ensembles	
MUS 395 Instrumental Ensembles	
THR 203 Voice and Movement	
THR 205 Acting I	
THR 265 Theatre Performance Practicum	
THR 271 Ballet Dance Technique	
THR 273 Contemporary Jazz Dance Technique	
THR 275 Contemporary Dance Technique	
THR 277 Musical Theatre Dance	
THR 280 Dance Choreography	
THR 305 Advanced Acting: Methods and Styles	
THR 306 Advanced Acting: Topics in Performance	
THR 307 Acting Shakespeare	
THR 314 Costume Design	
THR 315 Scene Design	
THR 317 Lighting Design	
THR 340 Directing	
THR 386 Introduction to Playwriting	
THR 389 Writing the One Act Play	

Communication & Film Studies and School of Business Courses 3

- ACT 203 Financial Accounting
- CMM 201 Fundamentals of Speech
- CMM 308 Media Layout and Design
- CMM 376 Introduction to Advertising
- CMM 377 Introduction to Public Relations
- CMM 378 Creative Advertising
- CMM 379 Music Journalism
- CMM 476 Advanced Advertising
- ECO 113 Principles of Microeconomics
- ECO 114 Principles of Macroeconomics
- HRM 301 Human Resource Management
- MUS 102 Music Industry I
- MGT 301 Intro to Organization & Mgmt
- MGT 310 Entrepreneurship I: What's the Idea?
- MKT 301 Principles of Marketing
- MKT 406 Nonprofit Marketing
- STA 201 Statistics I

Visual Arts Minor

Students from all majors are encouraged to enroll in the visual arts minor in order to discover the many benefits of a rich visual aesthetics education within the liberal-arts environment and Jesuit tradition. Instruction from accomplished and engaging faculty artists includes both studio and classroom experiences designed to promote critical thinking, personal creativity, intellectual growth and development. The interdisciplinary focus of the visual arts program encourages collaborative endeavors with theater arts, music and the community at large.

Visual Arts Minor

Minor Requirements	Hours
ART 105 Global Masterpieces: a Survey of World Art	3
One 2-D art class	3
ART 220 Drawing	
ART 224 Introduction to Illustration	
ART 230 Painting	
ART 235 Watercolor Painting	
One photography course:	3
ART 240 Black and White Photography	
ART 243 Color Photography	
ART 247 Studio Photography	
ART 248 Fantasy Photography	
One 3-D art class	3
ART 260 Sculpture	
ART 265 Introduction to Ceramics	
ART Elective	3

Music Minor

Students of all majors can deepen their understanding of musical language and performance through the music minor program. Students will experience thorough courses in the traditions and theories of the music they study and perform. Music minors are asked to earn nine credits in the classroom and six through participation in instrumental and/or vocal lessons and ensembles.

Music Minor

Minor Requirements	Hours
MUS 101 Music History - The Western Tradition	3
MUS 116 Introduction to Music Theory	3
MUS Elective*	3
Private Lessons	3
MUS 390 Applied Music I	
MUS 391 Applied Music II	
Ensembles	3
MUS 394 Choral Ensembles	
MUS 395 Instrumental Ensembles	

* 1- or 2-credit music courses may not be combined to fulfill the elective requirement.

Theatre Arts Major

The theatre arts program is based on a liberal arts curriculum that requires majors to participate in the full undergraduate core, read extensively in the field and acquire a solid and broad-based knowledge of the fundamental principles of the art form.

Theatre is a collaborative art and, while majors may specialize in one area of the theatre arts (design, performance, literature, etc.), we believe that our students are best served by understanding all aspects of creative production. In keeping with the Jesuit mission of the college, our program is committed to educating the whole artist and giving theatre students the tools to lead and succeed in the theatre and the community.

Theatre Arts Major

Core Requirements	Hours
COR 100 First Year Seminar	3
WRT 101 Critical Writing	3
PHL 110 Introduction to Philosophy	3
HST 110 - HST 111 World Civilization	6
ENG 210 Major Authors	3
PHL 210 Moral Philosophy	3
Theology	3
EAC Encountering Another Culture/Language	6

ENG 310 Literature and Culture	3
Mathematics	3
Social Science	3
Natural Science	3
IDS Interdisciplinary Studies*	3
Religion	3
COR 400 Transformations	3
Visual & Performing Arts*	1
Diversity*	0

NOTE: Some Core requirements may be fulfilled by major requirements.

* See core section for more information. Because there have been substantial changes to the core curriculum, the above requirements may not apply to all students; for students who entered Le Moyne College prior to Fall 2013, be sure to consult with your advisor for appropriate course selection(s).

Major Requirements **Hours**

THR 105 Introduction to Theatre	3
THR 110 Stagecraft	3
THR 205 Acting I	3
THR 210 Fundamentals of Design for Theatre	3
THR 260 Theatre Practicum	1
THR 302 The Western Drama Tradition	3
THR 440 Theatre Context	4
Dramatic Literature Elective	3
Two English Literature electives	6

One of the following: 3

THR 203 Voice and Movement	
CMM 201 Fundamentals of Speech	

Two of the following: 3

THR 240 Applied Theatre: Community Based Learning	
THR 335 Devised Theatre	
THR 340 Directing	

Major Support **Hours**

Foreign Language (2)	6
Free Electives	18

(1) Courses in this area must include at least one performance class and at least one design class.

(2) The six hours must be in one language. If, however, after a minimum of six hours of language at the College level, a student has completed or advanced beyond the mid-intermediate level, he or she may substitute a theatre arts elective for the remaining hours.

Typical Program for **Theatre Arts Major**

First Semester	Hours	Second Semester	Hours
Freshman Year			
WRT 101	3	THR 110	3
THR 105	3	THR 260	1
EAC	3	EAC	3

COR 100	3	Mathematics	3
HST 110	3	HST 111	3
		PHL 110	3

Sophomore Year

EAC	3	THR 210	3
THR 203/CMM 201	3	THR 205	3
THR Elective	3	Natural Science	3
ENG 210	3	THR 260	1
Theology	3	Social Science	3
		PHL 210	3

Junior Year

ENG Literature	3	Drama Literature	3
THR 335/340	3	THR Elective	3
THR 302	3	Free Elective	3
Free Elective	3	THR 260	1
ENG 310	3	Natural Science	3

Senior Year

ENG Literature	3	THR Elective	3
THR 440	4	THR Elective	3
THR Elective	3	Free Elective	3
Free Elective	3	Free Elective	3
Religion	3	COR 400A	3

Theatre Arts Double Major

The theater arts program has partnered with other departments to offer students the option of a dual major. Theatre majors may add a second major in the following subjects: English literature, English literature with a concentration in creative writing, communications, history, political science, peace and global studies, philosophy, psychology, Spanish or French. Students interested in pursuing a double major should contact the Director of Theater Arts for more information.

Theatre Arts Minor

Non-majors are welcome to study theatre arts as a minor. To complete a theatre arts minor, the following courses are required:

Theatre Arts Minor

Minor Requirements **Hours**

THR 105 Introduction to Theatre	3
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One course in acting or performance 3

- THR 203 Voice and Movement
- THR 205 Acting I
- THR 305 Advanced Acting: Methods and Styles
- THR 306 Advanced Acting: Topics in Performance
- THR 307 Acting Shakespeare
- THR 335 Devised Theatre

THR 340 Directing	
One course in theatre design or technology	3
THR 110 Stagecraft	
THR 210 Fundamentals of Design for Theatre	
THR 314 Costume Design	
THR 315 Scene Design	
THR 317 Lighting Design	
Any two other theatre courses	6

Dance Minor

The dance minor program is designed to give students dance technique, choreographic, and performance training with particular attention to artistry and the context of dance in society. Within the liberal arts education tradition of Le Moyne, the dance minor is designed as an important ingredient in the development of students for whom intellectual, physical, and artistic inquiry are linked. This 15-credit program offers the student an opportunity to explore multiple approaches to physical expression while intellectually investigating dance in its broader context. Dance minor students are asked to fulfill six credits of dance minor requirements and a further nine credits through various electives.

Dance Minor

Minor Requirements	Hours
THR 280 Dance Choreography (may be repeated for credit)	3
One of the following:	3
THR 105 Introduction to Theatre	
BIO 281 Anatomy and Physiology I	
BSC 105 Exercise Physiology	
BSC 114 Survival of the Fitness	
BSC 115 Hormones and Your Health	
BSC 201 Human Anatomy & Physiology I	
Electives	Hours
Choose 9 credits among the following:	9
THR 170 Pilates and Core Dance Concepts	
THR 171 Intermediate Pilates and Core Stability	
THR 203 Voice and Movement	
THR 220-239 Special Topics	
THR 271 Ballet Dance Technique	
THR 273 Contemporary Jazz Dance Technique	
THR 275 Contemporary Dance Technique	
THR 277 Musical Theatre Dance	
THR 281 Choreography Practicum	
THR 390 Independent Study	

Courses

AAD 201. Arts Administration I (3).

An introduction to the world of arts administration, focusing on not-for-profit organizations and exploring the various types of arts organizations and management principles applied therein. Students will participate in discussions both in class and online, and will prepare to apply their knowledge in real-world settings through the arts administration internship (AAD 490). Fulfills Core Requirement(s): VPA.

AAD 220. Special Topics (3).

A course sequence that offers thematically focused elective courses of current interest to instructors and students. Topics may include (but not limited to) fundraising, social media in the arts, or arts advocacy.

AAD 301. Arts Administration II (3).

An exploration of the financial issues relevant to the not-for-profit arts industry, including budgeting, financial management, and fund-raising. Students will actively participate in financial analysis activities, the creation of grant proposals, and the drafting of fundraising appeal letters. Prerequisites: AAD 201.

AAD 490. Arts Administration Internship (3).

Students will have the opportunity to complete a semester-long internship with a cultural organization as a part of this required course for the arts administration minor. Students will work closely with the faculty member supervising the internship, reporting to the faculty member as the internship progresses. Students will also evaluate the experience and relate it to their course of study in the arts administration program. Pass/fail grades only. Prerequisites: AAD 201.

AAD 501. Survey of Arts Administration (3).

An introduction to the world of arts administration, focusing on not-for-profit organizations and exploring the various types of arts organizations and management principles applied therein. Students will participate in discussions both in class and online, applying knowledge gained through readings and guest lectures in order to conceptualize the interconnected and diverse world of arts administration.

AAD 502. Marketing and Public Relations Strategies in Arts & Entertainment (3).

An in-depth exploration of Marketing and Public Relations strategies, tactics and tools in the not-for-profit and for-profit Arts and Entertainment industries, including performing arts and visual art. Students will analyze texts, case studies and online blogs and will apply their knowledge by creating a marketing plan for an arts organization or event.

AAD 503. Governance & Board Development in the Arts (3).

In addition to governing, the board of directors of an arts organization also sets the tone and influences the culture that permeates the institution. During this course, students will explore the all-important role of the board of directors as the guiding force of the organization.

Students will develop strategies to foster productive and beneficial relationships with members of the board of directors, and will also develop strategies for board recruitment, training and retention.

AAD 504. Financial Management in the Arts (3).

An exploration of the financial issues relevant to the not-for-profit arts industry, including budgeting, financial management, and financial planning (both short-term and long-term). Students will develop a strong familiarity with financial statements, with the objective of gaining the skills necessary to oversee the financial operations of a not-for-profit arts organization.

AAD 505. Developing Capital in the Arts (3).

A holistic approach to the development of capital for arts organizations, including the exploration of techniques to facilitate individual contributions, corporate and foundation grants, and government grants. Students will participate in multiple projects, including the drafting of appeal letters to individuals and corporations, application of grant writing techniques, and completion of government grant applications.

AAD 590. Arts Administration On-Campus Practicum (3).

Students will have the opportunity to complete a semester-long practicum on the campus of Le Moyne College. Students will work closely with the faculty or staff member supervising the internship, reporting to the faculty member as the internship progresses. Students will also evaluate the experience and relate it to their course of study in the arts administration program. Pass/fail grades only.

AAD 601. Globalization of the Arts (3).

The multi-billion dollar arts industry is a global force, enabled by technology and a growing trend toward creating works with a global appeal. In this course, students will gain a broader perspective of the arts world, including the exploration of new distribution methods as well as comparative study of arts funding models in different parts of the world.

AAD 602. Engaging the Community Through the Arts (3).

An in-depth exploration of the intertwined nature of communities and the arts. Through various readings, discussions and lectures (including visits with arts practitioners), students will gain valuable insight into the interconnected nature of the arts and the community, and will learn strategies and tactics that have been successful for arts organizations wishing to weave their operations into the fabric of the communities within which they operate.

AAD 690. Arts Administration Consulting Practicum (3).

Having completed the majority of coursework in the graduate arts administration curriculum, students will apply their knowledge

through an in-depth consulting practicum with a cultural institution. Students will work with the cultural organization to identify a project and will see the project to completion during the course of this consultancy. Prerequisites: AAD 501, 502, 503, 504, & 505 (all foundation courses).

AAD 701. Arts Administration Seminar (3).

This capstone course for the M.S. in Arts Administration offers students the opportunity to synthesize concepts covered in previous coursework. The course will rely heavily on case study discussion and will further explore the many challenges and opportunities for arts organizations in the twenty-first century, including strategic planning, organizational dynamics, globalization and other topics. Prerequisites: AAD 501, 502, 503, 504 & 505 (all foundation courses).

ART 105. Global Masterpieces: a Survey of World Art (3).

In this introductory course, students will experience the many facets of the dynamic visual language of art in order to develop skills in comprehension and appreciation of a variety of art forms. The course will encompass a selective number of works in drawing, painting, sculpture and architecture drawn from prehistoric times to the present including North and South America, Africa, Europe and Asia in order to convey a deeper understanding of the role that art plays in human history and culture. Open to all students. Fulfills Core Requirement(s): VPA.

ART 150. Women in Fine, Creative, Performing Arts (3).

The role of women as symbol, creator, and performer will be examined and analyzed within a cultural and societal context. Issues such as education and training, discrimination, gender bias, ethnicity and market value will be discussed. Women of significant impact and century contribution in the fine and creative arts, music, dance, theatre and film will be highlighted with an emphasis on women active in the 20th. century in these disciplines. Fulfills Core visual and performing arts requirement. (VPA)

ART 155. Politics and the Arts in Nazi Germany And Soviet Russia (3).

The course explores the interrelationship between politics and the arts in National Socialist Germany and the Soviet Union. A professor of music and a professor of history combine to offer students an intensive analysis of the art, music, and literature of the periods under study, within the context of a systematic comparison of the political and social structures of the two nations. Major musical works will be played and commented upon, and a full-period performance of works by Wagner, Weill, Shonberg, Prokofiev, Shostakovich, and Kachaturian will conclude the course. Fulfills Core Requirement(s): Interdisciplinary Studies (IDS) and Visual and Performing Arts (VPA).

ART 160. 20th Cent Americ Visual Art & Architect (3).

Students will engage in an intensive study of 20th Century American visual art and architecture with emphasis on the American Impressionists, the Ashcan School, Realists, Precisionists, Regionalists, Photo Realism, Abstract Expressionism, Popular Art, Polemical Realism, etc. Architecture, painting, sculpture and photographic works of artists will be viewed and studied in a formal and contextual framework. Fulfills Core visual and performing arts requirement. (VPA)

ART 162. The Gilded Age in the United States (3).

Students will be engaged in a fascinating historical study concerning the development of American Art Museums from 1870 to the aftermath of World War I. Major American financiers and their purchases of European paintings will be discussed and how this changed the American landscape. This course fulfills core visual and performing arts requirement (VPA).

ART 220. Drawing (3).

This studio course examines the theory and practice of drawing. The goal is to gain confidence in drawing skills as students master the basic principles that form the foundation for visual arts by using traditional studio practice: drawing from observation and drawing as investigation of the visual world. Individually tailored instruction emphasizes the student's role in continuous artistic improvement through drawing, sketching, critical thinking, personal exploration, and study of art and artists of past and present. Work in pencil, charcoal, ink, pastel, and conte crayon. There is a lab fee associated with this course. No prerequisite. Fulfills Core requirement(s): VPA.

ART 224. Introduction to Illustration (3).

This course introduces students to the illustration field and examines the effectiveness of illustration through fundamental principles of visual problem solving. From initial sketches to the development of finished images students are exposed to a variety of methods used in the field in order to communicate, illuminate, motivate, stimulate curiosity, and to tell stories. Assignments range from editorial illustration, packaging, and poster design to book illustration and other exploratory work. The goal of this course is to help students connect the world of concepts and ideas to image making within the context of illustration assignments. Fulfills Core Requirement(s): VPA. Note: There is a lab fee associated with this course.

ART 230. Painting (3).

Using a variety of approaches, students are instructed in the skills and techniques needed to produce a finished acrylic painting. The basic steps of stretching canvas begin a process that includes instruction in such important components as composition, tonal values and design. No prerequisites. There is a lab fee associated with this course. Fulfills Core requirement(s): VPA.

ART 235. Watercolor Painting (3).

A studio course exploring traditional and nontraditional use of watercolor in compositional form. Subject matter may include still life, landscape, and the human figure. No painting or drawing experience necessary. There is a lab fee associated with this course.

ART 240. Black and White Photography (3).

A studio course in which the creative aspects of digital black and white photography are explored. Shooting assignments are geared towards expanding students' creative vision and encouraging personal expression. Traditional and experimental approaches to image making will be presented. Students will have the opportunity to sign out digital SLR cameras for shooting assignments. No prerequisites. A compact digital camera or digital SLR camera is required. There is a lab fee associated with this course. Fulfills Core requirement(s): VPA.

ART 243. Color Photography (3).

A studio course in which the creative aspects of color digital photography are explored. Shooting assignments are structured to explore both the visual and emotional aspects of color and to develop a personal approach to color image making. Students will have the opportunity to sign out digital SLR cameras for shooting assignments. No prerequisites. A compact digital camera or digital SLR camera is required. Fulfills Core: VPA. Note: There is a lab fee associated with this course.

ART 247. Studio Photography (3).

ART 247 is an introductory level course in studio photography, which includes lectures, demonstrations, visual presentations, group critiques of student work, and supervised studio and lab work. Shooting assignments are designed to provide a survey of various studio photography disciplines, including location studio work, portraiture, still life, fashion, and motion photography. Students will be encouraged to develop their own personal approach to each of these disciplines. A digital SLR camera is supplied by the department. There is a lab fee associated with this course. Fulfills Core Requirement(s): VPA.

ART 248. Fantasy Photography (3).

ART 248 is an introductory level photography course. Alternative methods of creating photographs, including photomontage, scanography, blurred motion, and collage will be explored to create images that are bizarre, funny, dreamlike. The work of Surrealist photographers will also be explored. Classroom time will include lectures, visual presentations, discussion of student work, and supervised lab work. Students will have the opportunity to sign out digital SLR cameras for shooting assignments. No prerequisites. Fulfills Core: VPA. Note: There is a lab fee associated with this course.

ART 260. Sculpture (3).

This studio course introduces students to artistic practice in three dimensions using a variety of materials and approaches. Problems require students to address materials in terms of cultural and historical context as well as space and environment. Assignments will utilize a variety of mediums including traditional (wood, plaster, clay) and non-

traditional (fabric, found objects, etc.). No prerequisite. Note: There is a lab fee associated with this course. Fulfills Core requirement(s): VPA.

ART 265. Introduction to Ceramics (3).

This studio course is designed to introduce students to the basic methods of constructing and forming clay. In this basic hand-building course, students will concentrate on three basic methods of working with clay: pinch, coil, and slab construction. Class assignments will also familiarize students with certain methods of decorating, glazing, and firing ceramic objects. Students will develop a working knowledge of shop usage and safety as well as being involved in every step of the ceramic process from conceptualization to loading kilns. Regular slide lectures, handouts, and museum research will give visual reference in areas of personal ceramic interest. Note: There is a lab fee associated with this course. Fulfills Core requirement(s): VPA.

ART 280-299. Special Topics in Art (3).

A course sequence that offers thematically focused elective courses of current interest to instructors and students. Selections may include art history, drawing, painting, sculpture, photography and other topics in the visual arts.

ART 390. Independent Study (3).

A student who wishes to pursue advanced study in visual art (drawing, painting, sculpture, photography, etc.) for academic credit must submit, prior to registration: a proposed plan that includes a description of the project and its goals, the methods to be followed, schedule of work and supervision, end product, evaluation procedure, and number of credits sought. The proposal must be approved by the supervising faculty member, the department chair and the Academic Dean. The usual prerequisite is one or more courses in visual art and permission of department chair prior to registration.

MUS 100. Fundamentals of Music (3).

The study of basic and essential music skills including: note identification, scales, solfege, chords, listening skills, and music terminology. Students will participate in online journaling and discussion forms. This course is designed to provide foundational music skills that will allow the student to further their study in history, theory and performance. The course is open to all students. Fulfills Core visual and performing arts requirement. (VPA)

MUS 101. Music History - The Western Tradition (3).

An introduction to the various styles that form the Western tradition in music. Beginning with the earliest notated musical forms of the 13th and 14th centuries and continuing through the modern period. Fulfills Core visual and performing arts requirement. (VPA)

MUS 102. Music Industry I (3).

Introduces students to the foundations of the music industry, including artist-management relationships, the business of recording and touring, publishing, and copyright law.

MUS 116. Introduction to Music Theory (3).

An introduction to diatonic and simple chromatic harmony; basic compositional skills. Chord progressions, inversions, cadences, seventh chords and secondary dominants will be among the topics treated. Frequent assignments in composing short musical exercises. Students must be able to read musical notation. Some familiarity with a keyboard instrument is helpful. Fulfills Core requirement(s): VPA.

MUS 117. Intro to History & Tradition of Jazz (3).

An introduction to the roots and development of Jazz. Topics include the key styles and figures that have influenced Jazz in the 20th century. In-class listening - CD, DVD. Fulfills Core visual and performing arts requirement. (VPA)

MUS 120 (THR 120). Fundamentals of Singing (3).

An introduction to the basic components of singing: respiration, phonation, resonation, registration, articulation and interpretation. Instruction includes studio exercises, lecture, student presentation, and individual coaching. Fulfills Core visual and performing arts requirement. (VPA)

MUS 121 (THR 121). Musical Theatre History (3).

Students will study the development of musical theatre, ranging from the dramas of ancient Greece to the megamusicals of today. Students will also study the theatrical review, utilizing this knowledge to critique filmed and live performances. Along the way, students will recognize the link between the development of the musical and societal trends and events. Fulfills Core visual and performing arts requirement. (VPA)

MUS 208. Musical Theatre Workshop (3).

Through rehearsals, discussions, and coursework, students will gain in-depth knowledge pertaining to the discipline of musical theatre, including intensive direction (including stage direction, choreography, and musical direction), all geared toward the final performance of selections from various works of musical theatre. Fulfills Core Requirement(s): VPA.

MUS 217. Neurons & Notes: The Science of Music (3).

The science of music is studied from a number of relevant points of view, including basic acoustic principles; the elements of music; music cognition and perception; and the neurobiological basis of music expectations and preferences. Questions related to the nature of musical sound, the physical aspects of hearing, cultural imprinting and the music instinct are examined. Fulfills Core visual and performing arts requirement. (VPA)

MUS 218 (THR 218). Live Sound (1).

Students will be introduced to the basics of live sound operations, including the basics of setting up a sound system and operating a sound

board and accessories. A key component of the course will be hands-on experience running sound for events on campus, including music, theater, rock bands and much more. Fulfills Core requirement(s): VPA.

MUS 220 (MUS 240). Jazz Improvisation (3).

An introduction to jazz improvisation theory and application of harmonic functions. Emphasis placed on three jazz modes: Ionian, Dorian, and Mixolydian plus Pentatonic and Lydian scales. Students will perform class assignments, standards, specially prepared pieces and create original compositions.

MUS 220-239. Special Topics (3).

A course sequence that offers thematically focused elective courses of interest to instructors and students. Selections may include courses in music history, instrumental technique and musical genres.

MUS 225. Guitar and Songwriting Skills (1).

This course is designed for students wishing to develop basic skills as guitar players and songwriters. Class meetings are like workshops where students perform their songs for each other. Students may take the course for more than one semester, as the curriculum allows each class member to advance at their own pace. Prerequisites: Student must be able to demonstrate basic guitar skills. Fulfills Core visual and performing arts requirement. (VPA)

MUS 226. The History of Rock and Roll (3).

This course covers the whole spectrum of Rock and Roll from its roots in blues and early country to the post-modern internet-driven age. Fulfills Core requirement(s): VPA.

MUS 227. American Popular Song: A History (3).

The class will survey the major developments in American songwriting from the Civil War to the present, with a focus on storytelling in song, the historical development of song, and critical listening as a means of understanding a song's meaning and cultural significance. Students will be introduced to many styles of songwriting, including Folk, Broadway, Tin Pan Alley, Rock, and Hip Hop. The question "What makes a hit?" will be addressed through song analysis. Fulfills Core requirement(s): VPA.

MUS 240 (MUS 220). Jazz Improvisation (3).

An introductory course in instrumental jazz improvisation emphasizing basic jazz theory and application of harmonic functions. Topics include the Ionian, Dorian, and Mixolydian jazz modes as well as progressions, parent scales, and pentatonic scales. Fulfills Core visual and performing arts requirement. (VPA)

MUS 241. Concept Album: From Guthrie to Radiohead (3).

Students will learn the skill of active listening and develop a critical framework for listening to, thinking about and responding to music. This attention to detail, will enable the student to "see the big

picture", to make connections, and to understand how the details help to build a cohesive large-scale work. The course will focus on the history of the concept album from Woody Guthrie to Radiohead and cover many genres, musical techniques and song forms. There will be a heavy emphasis on listening and written response. The following questions will be examined: What actually happens in the details of a musical work that enables the listener to understand the work as a unified whole? What is the composer's intent: is it to tell a story, to describe a state of mind, or to comment on society? Fulfills Core visual and performing arts requirement.(VPA)

MUS 379 (CMM 379). Music Journalism (3).

This writing course teaches students how to report on all aspects of music--from concert reviews to performer profiles, from musician retrospectives to articles about non-performance aspects of music (e.g., the recording industry, instrument makers). To familiarize students with the history of music journalism and provide models for writing, readings will be drawn from prominent music magazines such as *Rolling Stone*, *Creem*, *Crawdaddy!*, *Blender*, and others--as well as from places where music journalism frequently appears today, especially blogs and podcasts. The class will consider the ways in which music journalism has changed in response to the technologies through which music is made available to listeners. Students will write several pieces of original music journalism of various lengths. Prerequisites: ENG 102 and CMM 105.

MUS 384 (CMM 384). The Film Sound Track (3).

Throughout recorded history, music has been an important part of human dramatic expression in ways that transcend mere spoken words and visual imagery. For more than a century of the motion picture art, music has played an integral, yet often unnoticed, role in defining the filmgoing experience. The main objective of this course is for students to develop skills in analyzing the sound track of a film, music's role in the sound track, and the relation of non-diegetic sound to image (especially relating to music) on small-scale and large-scale (narrative) levels. The course develops critical listening and viewing skills, but it also offers a particular extension of film history scholarship, one that focuses on the three nodal points in the history of film sound: the introduction of sound, the introduction of stereo, and the introduction of digital sound. We will explore the ways in which each of these technological advances affects the structural relationships that occur among three relatively autonomous components of the soundtrack--dialogue, music and sound-effects--with particular focus on non-diegetic music. Prerequisite: WRT 101

MUS 390. Applied Music I (1).

The study of musical performance techniques through private lessons in either voice or an instrument. One half-hour tutorial per week with expectation of individual practice of three hours per week. This course may be repeated for credit up to four credits. Note: Students must pay an additional fee per semester for MUS 390. Fulfills Core requirement(s): VPA.

MUS 391. Applied Music II (2).

The study of musical performance techniques through private lessons in either voice or an instrument. One hour long tutorial per week with expectation of individual practice of four hours per week. This course may be repeated for up to four credits. Note: Students must pay an additional fee per semester for MUS 391. Fulfills Core requirement(s): VPA.

MUS 392. Independent Study (Music Theory) (2).**MUS 394.** Choral Ensembles (1).

Participation in a professionally directed co-curricular college choral organization performing a broad variety of musical literature appropriate to the particular ensemble. Ensembles include the Le Moyne College Singers (40+ voices); Chamber Singers (12 voices); and Jazzuits (16 voices). Attendance at all regular and special rehearsals plus performances on and off campus scheduled at the beginning of each semester. This course may be repeated for up to six credits. Fulfills Core requirement(s): VPA.

MUS 395. Instrumental Ensembles (1).

Participation in a professionally directed co-curricular college instrumental organizations performing a broad variety of musical literature appropriate to the particular ensemble. Ensembles include the Le Moyne College Chamber Orchestra and Jazz Ensemble. Attendance at all regular and special rehearsals plus performances on and off campus scheduled at the beginning of each semester. This course may be repeated for up to six credits. Fulfills Core requirement(s): VPA.

THR 105 (ENG 105). Introduction to Theatre (3).

A survey of theatre art, past and present, with a behind-the-scenes examination of the concepts and personnel involved in its creation. Class projects are intended to give students introductory experience with playwriting, acting, directing design and theatre criticism. Fulfills Core requirement(s): VPA.

THR 110. Stagecraft (3).

This course offers a practical introduction to the backstage workings of technical theatre including principles, methods and materials. Areas of study include scene construction, scenic artistry, lighting, sound and costuming. Fulfills Core visual and performing arts requirement. (VPA)

THR 120 (MUS 120). Fundamentals of Singing (3).

An introduction to the basic components of singing: respiration, phonation, resonance, registration, articulation and interpretation. Instruction includes studio exercises, lecture, student presentation, and individual coaching. Fulfills Core visual and performing arts requirement. (VPA)

THR 121 (MUS 121). Musical Theatre History (3).

Students will study the development of musical theatre, ranging from the dramas of ancient Greece to the megamusicals of today. Students will also study the theatrical review, utilizing this knowledge to critique filmed and live performances. Along the way, students will recognize the link between the development of the musical and societal trends and events.

THR 170. Pilates and Core Dance Concepts (3).

The exploration and development, body awareness, and physical fitness. Students will be introduced to a basic understanding of movement with the emphasis on alignment and coordination. Through various pilates and yoga exercises, the student will enhance coordination, control, balance, strength, and flexibility.

THR 171. Intermediate Pilates and Core Stability (3).

This course is for the student who likes a physical challenge. A wide variety of concepts and physical conditioning techniques focusing on core musculature, coordination, balance and flexibility will be explored. These include movement skills using stability balls, bands, small weights, pilates training, integrated resistance exercises, and other forms on intrinsic and extrinsic core muscle conditioning. Students will improve balance, strength, and overall musculature conditioning. No prerequisite required.

THR 203. Voice and Movement (3).

This fundamentals course will explore basic processes of vocal and physical performance, recognition of controllable elements in speech and the body, and strategies for maximizing presence and presentation as an actor or performer. Students will be given daily opportunity to improve flexibility, strength, physical and vocal expression, pronunciation, and articulation in a supportive studio-course setting. Fulfills Core requirement: VPA.

THR 205. Acting I (3).

This course is a hands-on exploration of the creative process, focusing on the attainment of fundamental acting tools, terms, techniques and their application to working with dramatic texts. Primarily focused on Theatre Majors, minors, and students with previous acting experience, this fast-paced technique-focused course will place special attention on the actor's self-awareness and collaboration with other actors through the use of sensory exercises, textual analysis, and scene study. Fulfills Core visual and performing arts requirement. (VPA) Prerequisite: WRT 101 or permission of instructor.

THR 210. Fundamentals of Design for Theatre (3).

A survey of the visual elements and techniques necessary for designing in the theatre. Projects are intended to introduce basic skills in perspective and figure drawing, drafting, painting and modeling as well

as to explore aesthetic and practical problems in design. Fulfills Core Requirement(s): VPA.

THR 218 (MUS 218). Live Sound (1).

Students will be introduced to the basics of live sound operations, including the basics of setting up a sound system and operating a sound board and accessories. A key component of the course will be hands-on experience running sound for events on campus, including music, theater, rock bands and much more. Fulfills Core requirement(s): VPA.

THR 220-239. Special Topics (3).

A course sequence that offers thematically focused elective courses of current interest to instructors and students. Selections may include acting and auditioning, design and technical theatre, period theatre and production.

THR 240. Applied Theatre: Community Based Learning (3).

This course is an exploration into methods of using theater as a vehicle for cross-cultural exchange and building community. Devised and improvisational theatre will provide tools with which to encounter underserved communities and initiate meaningful creative dialogue. Through discussion, role-play activities and composition assignments rehearsed in and out of the classroom, students will study theatre and performance as a platform on which to meet neighbors in a heightened, impactful way. Prerequisites: THR 105 or permission of the instructor. Course may be repeated one time for credit. Fulfills Core Requirement(s): VPA.

THR 250. Stage Management Workshop (2).

An introduction to the basics of theatrical stage management. Topics covered are preparation for rehearsal, rehearsal process, tech rehearsal procedures, and performance management. This workshop meets in four full-day sessions and includes both lecture and practical exercises. Participants will also have an opportunity to observe professional stage managers in their working environment.

THR 260. Theatre Practicum (1).

Theatre majors are required to accumulate a total of three credit hours of production experience working backstage on a variety of events. The amount of credit varies depending on the complexity of each position's responsibility and is typically spread over six semesters. Positions include but are not limited to scenery and costume construction, stage lighting, audio, run crew and assistant stage management. Pass/fail grades only. Fulfills Core requirement: VPA.

THR 265. Theatre Performance Practicum (1).

Upon acceptance following audition, student actors rehearse and perform in theatrical productions under faculty direction. May be repeated for up to three credits. Pass/fail grades only. Fulfills Core requirement: VPA.

THR 270. Bodies in Motion: Experiential Anatomy (3).

Bodies In Motion is designed to give students a unique and specific understanding of their own human anatomy and biomechanics. Technical knowledge absorbed via lecture and text will be applied and understood through the experience of ballet-based dance technique and somatic exploration. Learning human anatomy in this course will prepare students to care for themselves and remain healthy throughout life. This course will not fulfill prerequisite admissions requirements for health professional schools. The course fulfills Core Requirement(s): VPA and IDS.

THR 271. Ballet Dance Technique (3).

This course is structured to enhance and nurture previous and new dance students in their vocabulary and technique with relation to Classical Ballet, its impact with regard to strengthening and toning the body, and its relation to other dance styles (ballet is commonly referred to as the foundation of all dance forms). The class will be comprised of "barre" exercises, "centre" exercises, core work that will develop and educate students in the areas of healthy alignment/ placement and carriage, strengthening of muscles, stretch and toning, etc. Core work (using classical and modern musical selections) will include across the floor progressions/combinations, and petite/medium and grande allegro exercises for cardio vascular development. Fulfills Core requirement: VPA.

THR 273. Contemporary Jazz Dance Technique (3).

This course, which attends to the development and vocabulary of basic jazz dance technique, will also explore historical and contemporary jazz dance artists and choreographers. Performance techniques emphasize body alignment, coordination, strength, flexibility, and musicality, while the academic focus is on research into the history of jazz and its components as well as entry-level choreography in composition. Fulfills core Visual and Performing Arts requirement. (VPA)

THR 275. Contemporary Dance Technique (3).

Explorations of techniques, creative aspects, and theoretical concepts of modern dance including proper body alignment and mechanics of breathing, musicality, and phrasing. Structural improvisations will be introduced, as will verbal and movement vocabulary. Fulfills Core Requirement(s): VPA.

THR 277. Musical Theatre Dance (3).

This course will explore and introduce various choreographic and directorial approaches to creating Musical Theatre Dance as related to the Broadway Stage. A technique oriented Jazz/Ballet based warm-up developed to address placement, flexibility, musicality, vocabulary and technique will be given with the later centre work geared toward varying choreographic styles and repertoire pertaining to Musical Theatre/ Broadway productions. Character creation and intention within the dance movement and musical selection will be developed and nurtured. Fulfills core Visual and Performing Arts requirement. (VPA)

THR 280. Dance Choreography (3).

Choreography is the art of creating meaningful movement in space and time. This course is an introduction to dance composition designed to teach the basic elements of the art of choreography, as well as tools and techniques for creating dances. A variety of dance genres and styles will be explored. Fulfills core Visual and Performing Arts requirement. (VPA)

THR 281. Choreography Practicum (1).

Upon acceptance of application, student choreographers attend 15 hours of instructional workshop concurrent with choreography, rehearsal and performance of original work in student dance concert. May be repeated for up to three credits. Fulfills core Visual and Performing Arts requirement. (VPA)

THR 302 (ENG 302). The Western Drama Tradition (3).

A study of major periods of theatrical development from the Greeks and Romans through the eighteenth century, with emphasis on dramatic literature in relation to performance conditions and cultural backgrounds. Prerequisite: WRT 101 and either ENG 200, ENG 210, or ENG 218.

THR 305. Advanced Acting: Methods and Styles (3).

A scene study course which introduces students to the basic elements of acting styles, such as realism, lyric and classic, gestural and mannered comedy. Instruction is studio-based with students presenting scenes for criticism and discussion. Prerequisite: THR 205 or permission of instructor. Fulfills core Visual and Performing Arts requirement. (VPA)

THR 306. Advanced Acting: Topics in Performance (3).

An in depth scene study course dedicated to the examination of one particular acting style. Topics may include either genres or playwrights. Examples are performance studies in the style of: Bertolt Brecht, William Inge, Oscar Wilde, Restoration Comedy, Greek Tragedy, Victorian Melodrama and others. Prerequisites: THR 205 or permission of the instructor. May be repeated for credit. Fulfills Core visual and performing arts requirement. (VPA)

THR 307. Acting Shakespeare (3).

This advanced acting course exposes the student to specific technical issues involved in acting in Shakespearean plays. The course will take students through text analysis, consideration of verse drama, vocal issues specific to the form, as well as issues common to all dramatic performance. Students will perform a variety of scenes and monologues from a comedy, a tragedy, and a history play. Prerequisite THR 205 or permission of instructor. Fulfills Core requirement(s): VPA.

THR 310 (FRN 310). Staging French Theater (3).

A course in French literature in which students experience performing plays in French, some of these in front of an audience. Plays and / or

scene selections taken from the repertoire of the medieval, classical, eighteenth century and contemporary French theater. Students will analyze plays for structure, style and themes. Works selected will be studied not simply as objects for performance but also for their literary merit. Class conducted in French. Theater students and others with the requisite skills in French are also invited to enroll in this course. Fulfills core Visual and Performing Arts requirement. (VPA) Prerequisites: Any FRN 200 level course.

THR 314. Costume Design (3).

An introduction to costume design and production techniques, this course provides a basic understanding of the elements of costume design, research methods, rendering and presentation, as well as practicum experience. Fulfills core Visual and Performing Arts requirement.(VPA) Prerequisite: Sophomore status or permission of instructor.

THR 315. Scene Design (3).

This course examines the procedures and practices of contemporary set designers, for initial concept to finished scenic environment. Students develop theoretical stage designs to gain experience in the design process using historical research, script analysis, collage, sketches, and scenic models. Prerequisite: Sophomore status or permission of instructor. Fulfills Core requirement(s): VPA.

THR 316. Design for Shakespeare (3).

By linking it to ENG 300, students will study three of Shakespeare's works (a comedy, a tragedy, and a history play) and apply what they are learning in both classes by designing theoretical settings for a variety of stages and historical time periods. Fulfills core Visual and Performing Arts requirement. (VPA)

THR 317. Lighting Design (3).

A study of the technology and aesthetics of designing light for the stage. Students receive hands-on experience with the fundamentals of electricity and wiring, theatrical lighting equipment and procedures. Assignments involve designing lights for performances in theater and dance. Prerequisite: sophomore status or permissions of instructor. Fulfills core Visual and Performing Arts requirement. (VPA)

THR 318. Topics in Technical Theatre (1-3).

A selection of courses intended to provide in depth study of specific topics in technical theatre and design, offered in accordance with current student and faculty interest. Selections may include, but are not limited to, sound design and technology, advanced stagecraft, computer assisted design (CAD), scenic painting, and makeup design. Different topics carry different course credit, as determined by the department. This course may be repeated for credit.

THR 319 (ENG 319). Elizabethan and Jacobean Drama (3).

The course will focus on popular non-Shakespearean plays written and performed in England during the late 16th and early 17th centuries. Special attention will be given to comedic and tragic traditions and to

issues of class, politics, and gender. Prerequisites: WRT 101 and ENG 200 ENG 210 or ENG 218.

THR 330 (ENG 330). Literary London (3).

This course examines literature about London, one of the world's major cities, produced in England during the 18th and 19th centuries. We will study selected texts - poetry, fiction, non-fiction, and plays - that consider London's diversity and its significance as a cultural and commercial center, reflect on the social, political, philosophical, and religious ideas that have inspired representations of London, and recognize the contribution that London has made to English literature. The course is open to anyone with an interest and enthusiasm for the subject. It satisfies departmental requirements for major electives in the literature of the 18th and 19th centuries and, for theatre majors, one of the literature requirements. Students enrolled in this course will participate in a twelve-day study tour of London and its environs during January break. Additional fees will be required. Prerequisites: WRT 101 and ENG 200, ENG 210, or ENG 218.

THR 335. Devised Theatre (3).

This course is an exploration into the methods of creating dynamic and spontaneous theatre that maximizes the creative potential of each participant through the creation of group-project. Rather than the traditional playwright-director-actor-designer roles, this ensemble-generated method of play-making gives everyone an equal voice in and responsibility for the creative process. Devised theatre incorporates elements of acting, directing, dance, movement, voice, playwriting, stagecraft and more, and in this course we will investigate Devised Theatre through in-class exercises and long-form compositions rehearsed and created in and out of the classroom towards generating an original final presentation for an audience. Prerequisites: THR 105

THR 340. Directing (3).

An introduction to the art and craft of directing for the theatre. Students will study the history, technique and methodology of directing through readings, in-class discussion, scene study, and studio work. Prerequisites: THR 205 plus six hours of theatre courses, junior or senior standing or permission of the instructor. Fulfills core Visual and Performing Arts requirement. (VPA)

THR 342 (PHL 342). Philosophy & the Theatre: Ancient Greek (3).

This course offers one a study of the intimate weave between the development of ancient Greek philosophy and that of ancient Greek theatre. Through careful analysis of both philosophic and theatrical texts, one is afforded a richer and more sophisticated sense of the genealogical/conceptual/cultural interdependence of both genres of wisdom literature. Set within a phenomenological resurrection of the political and religious realities that nurtured to life such philosophical artistry, the study will walk through the great pillars of classical theatre, tragedians and comic playwrights both, as well as those of classical philosophy (Plato and Aristotle). Fulfills core Visual and Performing Arts requirement. (VPA)

THR 368 (ENG 368). Modern American Drama (3).

A survey of the major American playwrights beginning O'Neill and normally including Maxwell Anderson, Rice, Odets, Miller, Albee, Wilder, Saroyan, and Williams. Prerequisites: WRT 101 and ENG 200 or ENG 218.

THR 369 (GWS 357/ENG 369). Modern European Drama (3).

A study of representative plays of European dramatists from the mid-19th century to mid-20th centuries. Prerequisite: ENG 100, ENG 200/218.

THR 371 (ENG 371/CMM 380/GWS 351). Critical Approaches to Film (3).

An introduction to film genre, genre theory and film criticism, the course will examine the generic conventions that govern production and reception of film texts. Film genres may include the screwball comedy, the melodrama, the western, the musical, the gangster picture, film noir and others. Prerequisites: WRT 101, and ENG 200, ENG 210, or ENG 218. Fulfills Core Requirement(s): VPA.

THR 372 (CMM 381/ENG 372). History of Film: Beginnings to 1940 (3).

This course will survey major developments in cinema from the devent of the medium near the end of the nineteenth century, through the emergence of a syntax for narrative film during the silent era, to the arrival and entrenchment of the sound film in the late 1920s and early 1930s. The nature of the course is such that our concerns will be manifold, but they will surely include attention to the following: the work of several pioneers of the medium-the Lumiere brothers, Thomas Edison (and his major collaborator william Kennedy Laurie Dickin-son), Georges Melies, and Edwin S. Porter; D.W. Griffith's central role in the creation of a "language" for moving images and his equally significant role in turning film into a popular medium; some of the formal experiments that took place in Germany in the 20s-German expressionism, in particular, as well as the Kammerspielfilm; Soviet montage; French impressionism and surrealism; the great Hollywood comics of the 20s; the development of sound technology and its impact on film form; the importance of genre in the development of the film industry; and French poetic realism. Without scanting attention to such historical matters, we will also, however, want to engage particular film texts: thus much of our time in class will be spent discussing individual films. Prerequisites WRT 101 and ENG 200, ENG 210 or ENG 218. Fulfills Core requirement(s): VPA.

THR 373 (ENG 373/CMM 382). History of Film: 1940 to the Present (3).

A study of the developmenbt of film since 1940. The course will examine social, technical, and artistic aspects of important films by influential directors, addressing in particular the well-made Hollywood film, Italian neo-realism, French new wave, and the rise of auteurism.

Prerequisites: WRT 101 and ENG 200, ENG 210 or ENG 218. Fulfills Core Requirement(s): VPA.

THR 374 (SPN 374). Lat Amer & Us Latino Theatre (3).

A study of major Latin American and U.S. Latino plays. Emphasis on dramatic literature in relation to performance and cultural contexts. Some production of scenes. Fulfills core Visual and Performing Arts requirement. (VPA) Prerequisite: SPN 104. Suggested prior course: SPN 201. Not open to Freshmen.

THR 382. Creative Drama for the Classroom (3).

Study practical ways to use theatre and theatre games to enrich teaching methods for a variety of academic subjects such as social studies, english, science, etc. Usage and implementation of these exercises for young people in extracurricular environments such as summer camps and after school programs will be explored as well. Building on the theory of multiple intelligences and addressing the New York state learning standards, students will adapt creative drama exercises for elementary and secondary classroom curricula and implement them in classroom workshops. Prerequisite: ENG 200/218

THR 386 (CRW 386/ENG 386). Introduction to Playwriting (3).

A workshop that introduces students to the techniques of dramatic writing. In our explorations of structure, dialogue and methods of characterization, students begin by writing one- to two- page exercises, advance to outlines for plot and character and finally write a ten-minute play which is performed in class. Prerequisite: WRT 101. Fulfills Core requirement(s): VPA.

THR 389 (CRW 389/ENG 389). Writing the One Act Play (3).

The goal of this writing workshop is to write a one-act play. The course is designed for students who have some experience with writing plays or a strong creative writing background. Students will first explore the techniques of dramatic writing through examples, exercises, and class discussion, advance to plot outlines and character sketches, and finally write a one-act play, which will be performed in class. Prerequisite: WRT 101. Fulfills Core requirement(s): VPA.

THR 390. Independent Study (3-6).

A student who wishes to pursue a theatre project in acting, directing, dramatic literature, design or stage management for academic credit must submit, prior to registration: a proposed plan that includes a description of the project and its goals, the methods to be followed, schedule of work and supervision, end product, evaluation procedure and number of credits sought. The proposal must be approved by the supervising faculty member, the department chair and the dean of arts and sciences' office, where they are kept on file. The usual prerequisite is one or more courses in Theatre Arts, along with considerable practical experience in productions.

THR 410. Career Development in the Theatre (1).

This course provides in the creation of resumes and cover letters, design portfolios, and audition techniques. The intention is to prepare students for the interview and audition process either for work in the profession of admission into graduate school. The class will meet for three hours on Saturdays: twice in the beginning of the semester, twice mid-semester, and once at the end of the semester. This is a pass/fail course and may only be taken once for credit in either the junior or senior. Pass/ Fail only.

THR 411. Audition Workshop (1).

This course provides guidance in the creation of a monologue repertoire for actors and basic techniques for use in professional auditions. The intention is to prepare students for auditions and callbacks either for work in professional theatre or film or admission into graduate school. This one-credit class will meet periodically during the semester and will culminate in a final audition presentation for faculty and invited guests. This is a pass/fail course and may be taken once for credit in either the Junior or Senior year, or Sophomores with permission of instructor.

THR 428 (PSC 428/ENG 428). Politics and Literature (3).

Does literature reflect on the use of power, authority, ideology and identity? How does literature affect us and the way we interpret the political world? What makes theatre political? What hopes for changing the world does theatre dramatize? How does the theatre become a productive site for representing, and even enacting, political change? This course explores these questions by reading various literary works including a number of plays from different time periods. The encompassing question this course tries to answer (by analyzing the perspectives of different authors) is: What does it mean to have political freedom?

THR 440. Theatre Context (4).

An advanced exploration of the theatrical production process. Students assume the roles of directors and designers as they prepare several theoretical productions. Projects focus on collaborative procedure and "mise en scene," including text analysis, performance theory, creative and historical research and period and stylistic choices in scenic and costume design. Three hours of lecture/discussion and one hour of workshop per week. Prerequisite: Nine hours of theatre courses or consent of instructor.



Undergraduate Transfer Programs

The undergraduate transfer programs result in one undergraduate degree: a bachelor's degree from the affiliated institution. After completing the appropriate course work at Le Moyne, students must transfer to the affiliated institution to fulfill further program requirements before receiving their degree.

This program allows students to pursue course work at Le Moyne and then transfer to an institution to obtain a degree in a field of study not offered at Le Moyne.

Articulation Programs

Articulatory Institution: Upstate Medical University

Qualified Le Moyne students may apply to transfer into a variety of programs offered at Upstate (respiratory therapy, cardiac perfusion, medical imaging, medical imaging, medical biotechnology, medical technology, radiation therapy). Most of these Upstate programs would begin after students had completed their sophomore year at Le Moyne, would be approximately two years in length, and would lead to a Bachelor of Science degree from Upstate. For all programs, students would have to complete certain academic and non-academic prerequisites, and have achieved certain minimum grade point averages in order to be able to transfer to Upstate.

Contact: Chair of the Health Professions Advisory Committee

Combination Undergraduate Degree Programs

The combination degree programs result in more than one undergraduate degree: a bachelor's degree from Le Moyne and a bachelor's degree from the affiliated institution. After completing the appropriate course work at Le Moyne, students must transfer to the affiliated institution to fulfill further program requirements.

Three-Two Engineering Program with Clarkson University

Affiliated Institution: Clarkson University
 Eligible Students: Those meeting requirements.
 Degrees Awarded: Bachelor of Science degree from Le Moyne and Bachelor of Engineering degree from Clarkson
 Program Length: Three years at Le Moyne and two years at Clarkson
 Contact: Director of Engineering Programs

Three-Two Engineering Program with Detroit-Mercy University

Affiliated Institution: Detroit-Mercy University
 Eligible Students: Those meeting requirements.
 Degrees Awarded: Bachelor of Science degree from Le Moyne and Bachelor of Engineering degree from Detroit
 Program Length: Three years at Le Moyne and two years at Detroit
 Contact: Director of Engineering Programs

Three-Two Engineering Program with Manhattan College

Affiliated Institution: Manhattan College
 Eligible Students: Those meeting requirements.
 Degrees Awarded: Bachelor of Science degree from Le Moyne and Bachelor of Engineering degree from Manhattan
 Program Length: Three years at Le Moyne and two years at Manhattan
 Contact: Director of Engineering Programs

Requirements for Three-Two Engineering Candidates

Note: For more information, see the description of the physics major in this catalog. These requirements do not apply to chemical engineering. For information about chemical engineering, see the chair of the department.

Major Requirements	Hours
or PHY 101-102 Non-Calculus General Physics	3
PHY 103 General Physics Laboratory	1
PHY 104 General Physics Laboratory	1
PHY 105 General Physics Scientists/Engineers I (preferred)	3
PHY 106 General Physics Scientists/Engineers II (preferred)	3
PHY 201 Fields and Waves	3
PHY 203 Foundations of Modern Physics	3
PHY 231 Experimental Foundations Modern Physics	1
PHY 303 Classical Electromagnetic Theory I	3
PHY 321 Analytical Mechanics I	3
PHY 331 Atomic & Nuclear Physics Laboratory	1
PHY 333 Computational Physics	3
Physics Elective**	3
Major Support	Hours
MTH 145 Calculus I	4
MTH 146 Calculus II	4
MTH 245 Calculus III	4
MTH 303 Differential Equations and Mathematical Modeling	3
CHM 151 Chemical Principles I	3
CHM 151L Chemical Principles I Laboratory	1
CHM 152 Chemical Principles II	3

CHM 152L Chemical Principles II Lab	1
Free Elective	3

***Typically fulfilled by either PHY 322 or PHY 215.*

Pre-Professional/Graduate Combination Degree Programs

The pre-professional/graduate combination degree programs result in more than one degree: an undergraduate degree from Le Moyne and a graduate degree from the affiliated institution. After completing the appropriate undergraduate course work at Le Moyne, students gain admission to the affiliated institution to fulfill professional and graduate-level requirements before receiving their degrees.

This program allows students to obtain their undergraduate and graduate degrees in less time than normally required.

Three-Four Optometry Program with the Pennsylvania College of Optometry at Salus University

Affiliated Institution: Pennsylvania College of Optometry at Salus University

Eligible Students: Those who meet requirements and wish to pursue optometry studies.

Degrees Awarded: Bachelor of Science degree in biology from Le Moyne (after first year of optometry school) and Doctor of Optometry degree from Pennsylvania College of Optometry at Salus University

Program Length: Three years at Le Moyne and four years at Salus
Contact: Chair of the Health Professions Advisory Committee

Three-Four Le Moyne/State University of New York (SUNY) at Buffalo School of Dental Medicine Joint Degree Program

Affiliated Institution: SUNY at Buffalo School of Dental Medicine

Eligible Students: Those who meet requirements and wish to pursue studies in dentistry. (Students are accepted to the program before beginning their freshman year at Le Moyne.)

Degrees Awarded: Bachelor's degree (B.S.) in biology from Le Moyne and Doctor of Dental Surgery degree from SUNY at Buffalo School of Dental Medicine

Program Length: Three years at Le Moyne and four years at SUNY at Buffalo School of Dental Medicine

Contact: Chair of the Health Professions Advisory Committee

Three-Four Podiatry Program with the New York College of Podiatric Medicine

Affiliated Institution: The New York College of Podiatric Medicine

Eligible Students: Those who meet requirements and wish to pursue studies in podiatry.

Degrees Awarded: Bachelor's degree (B.S.) in biology from Le Moyne and Doctor of Podiatric Medicine degree from the New York College of Podiatric Medicine

Program Length: Three years at Le Moyne and four years at the New York College of Podiatric Medicine

Contact: Chair of the Health Professions Advisory Committee

Three-Three Doctor of Physical Therapy Program with the State University of New York (SUNY) Upstate Medical University

Affiliated Institution: Upstate Medical University

Eligible Le Moyne Students: Those who meet requirements and wish to pursue studies in physical therapy. (Students are accepted to the program before beginning their freshman year at Le Moyne.)

Degrees Awarded: Bachelor's degree (B.A.) in biology from Le Moyne and doctoral degree (D.P.T.) in physical therapy from Upstate Medical University

Program Length: Three years at Le Moyne and three years at Upstate Medical University

Contact: Chair of the Health Professions Advisory Committee

Four-One Forensic Sciences Program with Syracuse University

Affiliated Institution: Forensics and National Security Sciences Institute of Syracuse University

Eligible Students: Students with a GP A of at least 3.0 majoring in biological science or chemistry interested in forensics.

Degrees Awarded: Bachelor of Science degree in biology or chemistry from Le Moyne and Master of Science degree in forensic science or biomedical forensic sciences from Syracuse University.

Program Length: Four years at Le Moyne (including some courses at Syracuse University) and one year at Syracuse University

Contact: Chair of the Department of Biological Sciences or chair of the Department of Chemistry and Physics.

Five Year Dual Bachelor's/Master's Degree in Engineering Program

Affiliated Institution: Syracuse University

Eligible Students: Those meeting requirements

Degrees Awarded: Bachelors degree (B.S. or B.A.) from Le Moyne College and Masters of Engineering (M.S.) from Syracuse University (Nine individual programs. Please see appropriate department chair for details.)

Program Length: Four years at Le Moyne College and three semesters at Syracuse University

Contact: Director of Engineering Programs, Chair of Department of Chemistry & Physics, Biology or Mathematics & Computer Science, depending on the program.

Students enrolled in the Syracuse University Five Year Bachelor's/ Master's Degree in Engineering Program must choose the appropriate pre-engineering concentration within the appropriate major. Please see the Chemistry & Physics, Biology or Mathematics & Computer Science sections of this catalog for typical programs.

Students who successfully complete their Le Moyne bachelor's degree program with a concentration in pre-engineering with both an overall 3.0 G.P.A. and a 3.0 G.P.A. in their science, mathematics and engineering courses, are eligible for automatic admission into the appropriate master's degree program at Syracuse University and a 50 percent waiver on their master's degree tuition, subject to the terms of the agreement with Syracuse University. The master's degree will typically be completed in an additional three semesters after graduation from Le Moyne.

Permission to register for courses at Syracuse University required by the individual pre-engineering degree concentrations is at the discretion of the director of pre-engineering programs, and will be contingent upon satisfactory academic performance. Students must have both a 3.0 G.P.A. in all mathematics, science and engineering courses, and a 3.0 G.P.A. overall, through the end of the semester prior to the semester in which registration takes place, in order to be permitted to register for engineering courses at Syracuse University for a given term. In addition, students must successfully maintain both 3.0 averages through the end of the term prior to the term in which the course(s) at Syracuse University are to be taken in order to be permitted to maintain that registration and take the course(s). Exceptions may be granted at the discretion of the program director.

Typical Program for **B.A. in Biological Sciences and M.S. in BioEngineering**

<i>First Semester</i>	<i>Hours</i>	<i>Second Semester</i>	<i>Hours</i>
Freshman Year			
BIO 191	4	BIO 192	4
CHM 151	3	CHM 152	3
CHM 151L	1	CHM 152L	1
MTH 145 (4)	4	MTH 146 (3)	4
EAC	3	EAC	3
WRT 101	3	PHL 110	3
HST 110	3	HST 111	3
Sophomore Year			
BIO 218	4	BIO 375	4
MTH 245	4	MTH 303	3
PHY 103	1	PHY 104	1
PHY 105	3	PHY 106	3
PHL 210 or REL 200	3	Theology	3
ENG 210	3	ENG 310	3
Junior Year			
BIO 225	3	BIO 431	3
MTH 311	3	MTH 312	3
PHL 301-303	3	PHY 215 (5)	3
REL 300-399	3	BIO (Diversity Area)	4
ELE 231 (2)	3	ELE 232 (2)	3

Senior Year

BIO (Eco/Pop Area)	4	BEN 312 (2)	3
COR 400A	3	Syracuse University MSBE	
Social Science	3		
BEN 351 (2)	3		

Fifth Year

Syracuse University MSBE

- (1) Satisfies general and additional prerequisites for admission to MSE program.
- (2) Taken at Syracuse University
- (3) Taken in Summer Session B
- (4) Taken in Summer Session A
- (5) ESC 221 must be taken at Syracuse University if PHY 215 is not taken at Le Moyne College
- (6) Counts toward major elective requirement at Le Moyne College

Typical Program for **B.S. in Environmental Science Systems and M.S. in Environmental Engineering Science**

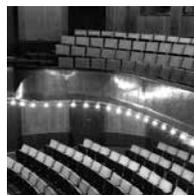
<i>First Semester</i>	<i>Hours</i>	<i>Second Semester</i>	<i>Hours</i>
Freshman Year			
BIO 191	4	MTH 146 (3)	4
MTH 145 (4)	4	BIO 192	4
WRT 101	3	ESS 121	3
HST 110	3	PHL 110	3
COR 100	3		
HST 111	3		
Sophomore Year			
BIO 230	4	ESS 205	4
CHM 151	3	Social Science	3
CHM 151L	1	CHM 152	3
ESS 129	3	CHM 152L	1
MTH 111	4	Theology	3
PHL 210	3	ENG 210	3
Junior Year			
ESS 320	4	ESS 335	3
ESS 499	3	Free elective	3
ENG 310	3	BIO 458	3
EAC	3	CIE 274*	3
Social Science	3	Theology	3
VPA	1	EAC	3
Senior Year			
Free elective	3	Graduate Course Work	
COR 400A	3		
Free Elective	3		
CIE 341*	3		
Summer I			
PHY 101	3		

Fifth Year

Syracuse University MSEES

Summer II

PHY 102 3

*(1) Satisfies general and additional prerequisites for admission to MSE program.**(2) Taken at Syracuse University**(3) Taken in Summer Session B**(4) Taken in Summer Session A**(5) ESC 221 must be taken at Syracuse University if PHY 215 is not taken at Le Moyne College**(6) Counts toward major elective requirement at Le Moyne College***Engineering courses at Syracuse University*

Arts Administration

Le Moyne College offers two flexible options for those interested in graduate study in arts administration:

- Master of Science (M.S.) in Arts Administration (36 credits)
- Graduate Certificate in Arts Administration (15 credits)

Le Moyne College's new Graduate Programs in Arts Administration offer an opportunity to study and apply management concepts in an arts environment - in short, Making Art Work.

While participating in this new, interdisciplinary program, you will study marketing and fundraising, learn to collaborate with a board of directors, understand how to interpret financial documents, and gain perspective on managing a creative workforce, all of which will benefit you as you pursue or continue a career in the visual and performing arts. Some courses are offered in a hybrid, on-line or condensed format.

Theoretical knowledge will be applied through a capstone consulting project with our partner cultural organizations, and a global perspective will be woven throughout the coursework.

Early Assurance Programs

The early assurance programs allow students to apply for early admission to an affiliated graduate school, usually during or at the end of their sophomore year at Le Moyne. The programs allow students to diversify their educational experiences at Le Moyne with the confidence that they are guaranteed admission to the affiliated graduate program after receiving a bachelor's degree from Le Moyne.

Le Moyne/State University of New York (SUNY) at Buffalo School of Dental Medicine Early Assurance Program

Affiliated Institution: SUNY at Buffalo School of Dental Medicine Program

Eligible Students: Qualified sophomores

Degrees Awarded: Bachelor's degree (B.S.) from Le Moyne and Doctor of Dental Surgery degree from SUNY at Buffalo School of Dental Medicine Program

Program Length: Four years at Le Moyne and four years at SUNY at Buffalo School of Dental Medicine Program

Contact: Chair of the Health Professions Advisory Committee

Early Assurance Program with the College of Medicine at the State University of New York (SUNY) Upstate Medical University

Affiliated Institution: Upstate Medical University

Eligible Students: Qualified sophomores

Degrees Awarded: Bachelor's degree (B.S.) from Le Moyne and Doctor of Medicine degree from Upstate Medical University

Program Length: Four years at Le Moyne and four years at Upstate Medical University

Contact: Chair of the Health Professions Advisory Committee

Admission Criteria

M.S. program in Arts Administration

Applicants must:

- Have an earned bachelor's degree in disciplinary arts programs such as music, theatre, visual arts and dance or related field and/or possess experience working as a practitioner in an arts field.
- Have an official sealed transcript from all undergraduate and graduate colleges and/or universities sent directly to you to include in the application packet or have them sent directly the Office of Graduate Admission.
- Have an interest in applying management concepts in an arts environment as exhibited in a resume and essay.
- Demonstrate academic success with a cumulative grade point average of at least 2.8 for all undergraduate and graduate coursework.
- Provide two professional letters of recommendation showing the applicant's ability to be successful in a graduate program.
- Schedule an advising appointment with the program director as part of the application requirements.

Post-Bachelor's Graduate Certificate

Applicants must:

- Have an earned bachelor's degree in disciplinary arts programs such as music, theatre, visual arts and dance or related field and/or possess experience working as a practitioner in an arts field.

- Have an official sealed transcript from all undergraduate and graduate colleges and/or universities sent directly to you to include in the application packet or have them sent directly the Office of Graduate Admission.
- Have an interest in applying management concepts in an arts environment as exhibited in a resume and essay.
- Demonstrate academic success with a cumulative grade point average of at least 2.8 for all undergraduate and graduate coursework.
- Provide two professional letters of recommendation showing the applicant's ability to be successful in a graduate program.
- Schedule an advising appointment with the program director as part of the application requirements.

An admission committee, including the program director, will complete the evaluation of the applications respective to the admission requirements set forth. A conditional admission policy provides flexibility in our admission decisions and allows for the request of additional requirements as a means to provide evidence that an applicant can be successful in the program.

Academic Criteria

Successful completion of the M.S. or graduate certificate in arts administration requires a minimum cumulative G.P.A. of 3.0.

Transfer Credit/Waiver Policy

Waivers of courses or the acceptance of transfer credit will be considered based on the following:

Waivers of foundation courses could be granted to those who have completed the equivalent academic requirements in their undergraduate program. Typically, two undergraduate courses, in the appropriate area and at the appropriate level, completed in recent years with a grade of B or better, could be used to waive a foundation course. Because of the highly diverse nature of undergraduate education, all waivers will be considered by the program director on a case-by-case basis.

For most courses, equivalent content level graduate courses from accredited institutions with a grade of B or better may be accepted as transfer credit. Transfer courses must be approved by the program director.

Term Limit for Completion

When an M.S. or graduate certificate candidate becomes matriculated, he/she has a total of six years to complete program requirements. If, however, an candidate is within three courses of completing the degree by the end of the six-year period, he/she may petition the program director to request an extension not to exceed one calendar year or three consecutive semesters.

Probation and Termination

Matriculated students with a cumulative G.P.A. of less than 3.0 are immediately placed on academic probation. The student will be notified

and must meet with the director before continuing with further study. Until the student meets with the director, a hold will be placed on his or her registration. The director, in consultation with the student, will specify a time and course schedule after which the student is expected to have raised his or her cumulative G.P.A. to the required 3.0 level. If the student does not meet the requirement by the specified time schedule, he or she will not be allowed to continue with the program.

Withdrawal or Leave of Absence

Students who anticipate not being able to attend the graduate arts administration program during two consecutive semesters should request a formal leave of absence in writing from the director in order to maintain matriculated status.

M.S. in Arts Administration

Program of Study - 36 credits

Foundation Courses (15 credits)

- AAD 501 - Survey of Arts Administration (3)
- AAD 502 - Marketing and Public Relations Strategies in Arts & Entertainment (3)
- AAD 503 - Governance and Board Development in the Arts (3)
- AAD 504 - Financial Management in the Arts (3)
- AAD 505 - Developing Capital in the Arts (3)

Business Courses (choose 6 credits)

- STA 501 – Quantitative Decision Making (3)
- HRM 601 – Human Resource Management (3)
- MGT 601 – Organizational Dynamics (3)

Electives (choose 6 credits)

- AAD 601 - Globalization of the Arts (3)
- AAD 602 - Engaging the Community through the Arts (3)

Practicum/Capstone (9 credits)

- AAD 590 - Arts Administration On-Campus Practicum (3)
- AAD 690 - Arts Administration Consulting Practicum (3)
- AAD 701 - Arts Administration Seminar (Capstone) (3)

Graduate Certificate in Arts Administration

Program of Study – 15 credits

- AAD 501 - Survey of Arts Administration (3)
- AAD 502 - Marketing and Public Relations Strategies in Arts & Entertainment (3)
- AAD 503 - Governance and Board Development in the Arts (3)
- AAD 504 - Financial Management in the Arts (3)
- AAD 505 - Developing Capital in the Arts (3)

Madden School of Business



Madden School of Business

The Madden School of Business offers a Bachelor of Science degree in business with majors in: accounting; business analytics; finance; information systems; management & leadership; and marketing.

All undergraduate business majors in the school share a common liberal arts core and a common management core. Major requirements beyond the two cores vary from five to eight courses. Students have several opportunities to pursue two concurrent majors within the school. In addition, students can choose to supplement their major in business with a minor in a different field. All students are encouraged to discuss these options with their academic advisors.

A minor in business administration is offered for students who major in one of the liberal arts or sciences. In addition, the school also offers a master's in business administration (MBA) and a five-year accounting/ MBA program.

Mission Statement

The Madden School of Business strives for excellence through a business core curriculum and selected majors that provide a strong grounding in broad-based fundamental business knowledge and skills to prepare students for meaningful and productive careers as managers and professionals.

The members of the School of Business:

1. Are committed to the Jesuit ideal of care and concern for the individual while educating the whole person to appreciate the value of work and service to the community.
2. Welcome students from diverse economic, social and cultural backgrounds, and seek to enhance the academic progress and development of all students.
3. Value intellectual inquiry through contributions to practice and pedagogical scholarship as integral components of our academic environment, and seek to foster a spirit of inquiry through faculty participation in recognized scholarly and community activities.
4. Build on the foundations of Jesuit education to develop individuals who have strong analytical skills; who are able to think, write and speak clearly and effectively; who have an understanding of the diverse and dynamic global environment in which we live; and who are well prepared for ethical decision making.

College to Career Advantage (C2C)

All Madden School of Business students entering Le Moyne College will participate in a four-year program, College to Career Advantage (C2C) that will enable them to acquire knowledge and skills needed for a career. To complement their classroom learning, students will participate in a variety of out-of-classroom activities each semester, which

will help develop effective job-seeking skills, networking contacts, and provide opportunities to learn about career options. Professional preparation provides a competitive edge, and is essential in today's job market. College graduates have to compete for jobs and graduate school admission. Students will be required to complete a minimum of two activities each semester to be eligible to register for courses in the next semester. Some activities may be required while others can be selected from a variety of optional activities. Notification of available activities will be provided at the beginning of each semester. To learn more about the C2C Advantage program, please visit the Madden School of Business website at www.lemoyne.edu/madden.



Accounting

Chair: Joan K. Myers

Associate Professor(s): Mary K. Collins

Visiting Assistant Professor(s): Mary L. Cooper, Mitchell Franklin

Professor of Practice: Kenneth Ernst

Accounting, as the primary financial information system in all organizations, is often described as the language of business. Accounting professionals are expected to be proficient in accounting, to possess a well-rounded business background and to have excellent oral and written communications skills. The Department of Accounting seeks to prepare graduates with the skills necessary to meet these expectations. Accounting education at Le Moyne College provides a strong foundation in the liberal arts, a body of knowledge in general business and an extensive preparation in accounting. Students completing the program find opportunities in public accounting, the private sector, the financial sector, not-for-profit organizations and the government.

The Department of Accounting offers two degree programs:

A four-year undergraduate program leading to the degree of B.S. in business with a major in accounting. Graduates of this program are prepared to assume positions in the private sector, not-for-profit organizations and the government.

A 150-hour program leads to the degree of B.S. in professional accountancy and an M.B.A., with both degrees being conferred at the end of

the fifth year. In the event that a student begins the 150-hour program and does not complete it, that student can receive the B.S. in business with a major in accounting, by completing the requirements of the four-year undergraduate program. Candidates must have completed the requirements of the 150-hour program for admission to the C.P.A. examination. The 150-hour accounting program is registered with the New York State Department of Education and meets the educational requirements for admission to the C.P.A. examination and, in general, to corresponding examinations in other states.

* See core section for more information. Because there have been substantial changes to the core curriculum, the above requirements may not apply to all students; for students who entered Le Moyne College prior to Fall 2013, be sure to consult with your advisor for appropriate course selection(s).

Accounting major/information systems concentration

Students majoring in accounting may pursue a concentration in information systems. Information systems courses tailored for this concentration enhance the students' knowledge of their primary accounting discipline, and integrate the use of information systems and technology with accounting. Accounting students pursuing a concentration in information systems are required to enroll in the following courses: ACT 350/MIS 350, MIS 375 or MIS 480 and MIS 455.

Four-Year Undergraduate Program

The four-year undergraduate program will lead to a Bachelor of Science in business with a major in accounting. This program also has been structured to qualify students for graduate study or to provide them with the comprehensive outlook that will prepare them for entry into the business world.

Accounting Major

Core Requirements	Hours
COR 100 First Year Seminar	3
WRT 101 Critical Writing	3
PHL 110 Introduction to Philosophy	3
HST 110 - HST 111 World Civilization	6
ENG 210 Major Authors	3
PHL 210 Moral Philosophy	3
Theology	3
EAC Encountering Another Culture/Language	6
ENG 310 Literature and Culture	3
Mathematics	3
Social Science	3
Natural Science	3
IDS Interdisciplinary Studies*	3
Religion	3
COR 400 Transformations	3
Visual & Performing Arts*	1
Diversity*	0

NOTE: Some Core requirements may be fulfilled by major requirements.

Major Requirements	Hours
ACT 301 Intermediate Accounting I	4
ACT 302 Intermediate Accounting II	4
ACT 303 Cost Accounting	3
ACT 310 Federal Income Tax for Individuals	3
ACT 401 Advanced Accounting	3
ACT 405 Auditing	3
ECO 228 Economics of Financial Markets	3
One of the following:	3
MTH 120 Mathematics for Business Majors	
MTH 122 Brief Calculus	
MTH 123 Mathematics for Act Majors	
MTH 145 Calculus I	
MTH 146 Calculus II	

Electives	Hours
BUS/ACT Elective	3
Liberal Arts Electives	9

Management Core Requirements	Hours
STA 201 Statistics I	3
STA 202 Statistics II	3
ACT 201 Introductory Accounting I	3
ACT 202 Introductory Accounting II	3
LAW 200 Legal Environment of Business	3
MIS 201 Intro Mgmt Info Systems	3
MKT 301 Principles of Marketing	3
ANL 301 Business Analytics	3
FIN 301 Managerial Finance	3
MGT 301 Intro to Organization & Mgmt	3
BUS 470 Business Policy	3
ECO 113 Principles of Microeconomics	3
ECO 114 Principles of Macroeconomics or fulfilled by cultural requirement (core EAC)	3
Cultural Requirement	3

* Note: Accounting/business electives may not be taken pass/fail.

Typical Program for Accounting Major

First Semester	Hours	Second Semester	Hours
Freshman Year			
WRT 101	3	ECO 114	3
HST 110	3	PHL 110	3
COR 100	3	HST 111	3

ECO 113	3	BUS 150 (EAC)	3
MTH 120/122/123/145/146	3	Liberal Arts Elective	3

Sophomore Year

ACT 201	3	ACT 202	3
STA 201	3	STA 202	3
Liberal Arts Elective	3	PHL 210	3
ENG 210	3	MIS 201	3
Theology	3	Natural Science	3
		VPA	1

Junior Year

ACT 301	4	ACT 302	4
ACT 303	3	ACT 310	3
FIN 301	3	LAW 200	3
ENG 310	3	ECO 228	3
IDS	3	EAC 2	3

Senior Year

MGT 301	3	BUS 470	3
ANL 301	3	MKT 301	3
ACT 401	3	ACT 405	3
Religion	3	BUS/ACT Elective	3
Liberal Arts Elective	3	COR 400A	3

Note: Electives must be chosen so that accounting and business courses total 62 hours and liberal arts and sciences courses total 60 hours. A program adjustment may be required to meet the constraints of limited offerings or limited class sizes in the service courses, which include all courses except those offered by the Department of Accounting. The Department of Accounting will accommodate the courses in the year specified.

Accounting Minor

Minor Requirements	Hours
ACT 201 Introductory Accounting I or ACT 203 Financial and Managerial Accounting	3
ACT 202 Introductory Accounting II or ACT 204 Financial and Managerial Accounting	3
ACT 301 Intermediate Accounting I	4
ACT 302 Intermediate Accounting II	4
Accounting elective	3

Note: Courses for minor credit may not be taken pass/fail.

150-Hour Program

The 150-hour program in accounting leads to the simultaneous conferring of a Bachelor of Science in accounting and an M.B.A. at the completion of all program requirements. The program is structured to meet the requirements of the New York State Education Department for admission to the C.P.A. examination. Students must be admitted into the MBA program by the end of the second semester of their junior year. Requirements for admission to the MBA Program are as follows: GPA of 3.0 or above in Accounting courses and overall; Average grade in ACT 301 and ACT 302 of B or above; and a GMAT score of 450 or above.

150-Hour Program

Core Requirements	Hours
COR 100 First Year Seminar	3
WRT 101 Critical Writing	3
PHL 110 Introduction to Philosophy	3
HST 110 - HST 111 World Civilization	6
ENG 210 Major Authors	3
PHL 210 Moral Philosophy	3
Theology	3
EAC Encountering Another Culture/Language	6
ENG 310 Literature and Culture	3
Mathematics	3
Social Science	3
Natural Science	3
IDS Interdisciplinary Studies*	3
Religion	3
COR 400 Transformations	3
Visual & Performing Arts*	1
Diversity*	0

NOTE: Some Core requirements may be fulfilled by major requirements. * See core section for more information. Because there have been substantial changes to the core curriculum, the above requirements may not apply to all students; for students who entered Le Moyne College prior to Fall 2013, be sure to consult with your advisor for appropriate course selection(s).

Major Requirements	Hours
ACT 301 Intermediate Accounting I	4
ACT 302 Intermediate Accounting II	4
ACT 303 Cost Accounting	3
ACT 310 Federal Income Tax for Individuals	3
ACT 401 Advanced Accounting	3
ACT 405 Auditing	3
ACT 406 Advanced Auditing	3
ACT 470 Accounting Theory and Research	3
One of the following accounting courses:	3
ACT 304 Advanced Cost Accounting	
ACT 390 Independent Study	
ACT 410 Corporate Taxation	
ACT 420 Other Taxable Entities & Tax Procedures	
ACT 481-489 Special Topics in Accounting	
ACT 402 Program Eval Research Methodol & Policy	
ACT 430 Government Contract Accounting	
ACT 435 Introduction to Government Systems	
One of the following mathematics courses:	3
MTH 120 Mathematics for Business Majors	
MTH 122 Brief Calculus	
MTH 123 Mathematics for Act Majors	
MTH 145 Calculus I	
MTH 146 Calculus II	

Electives	Hours
Free elective*	3
Liberal Arts Electives	9

Management Core Requirements	Hours
ACT 201 Introductory Accounting I	3
ACT 202 Introductory Accounting II	3
ECO 228 Economics of Financial Markets	3
FIN 301 Managerial Finance	3
STA 201 Statistics I	3
STA 202 Statistics II	3
ECO 113 Principles of Microeconomics	3
ECO 114 Principles of Macroeconomics	3
MIS 201 Intro Mgmt Info Systems	3
LAW 200 Legal Environment of Business	3

MBA Requirements	Hours
Foundation Courses - Because these requirements are satisfied by the undergraduate curriculum, foundation courses will be waived. (If ENG 403 is not completed at the undergraduate level, BUS 501 is required at the graduate level, adding three hours to the MBA degree.)	3
ANL 601 Supply Chain Management	3
BUS 601 Business Ethics	3
BUS 602 Business Law	3
BUS 603 International Business	3
FIN 601 Financial Management	3
HRM 601 Human Resource Management	3
MGT 601 Org Dynamics: Leadership	3
MIS 601 Information Strategy and Management	3
MKT 601 Marketing Management	3
BUS 750 Strategic Management	3
MBA Electives	6

* NOTE: Students waiving out of CSC 151 must substitute a liberal arts elective in its place. Free electives may be from either the liberal arts or the business/accounting areas.

Typical Program for 150-Hour Program

First Semester	Hours	Second Semester	Hours
Freshman Year			
WRT 101	3	PHL 110	3
MTH 120/122/123/145/146	3	Liberal Arts Elective	3
HST 110	3	HST 111	3
ECO 113	3	ECO 114	3
COR 100	3	BUS 150	3
Sophomore Year			
ACT 201	3	ACT 202	3
STA 201	3	STA 202	3
ENG 210	3	MIS 201	3

Liberal Arts Elective	3	Natural Science	3
Theology	3	PHL 210	3
		VPA	1

Junior Year

ACT 301	4	ACT 302	4
ACT 303	3	ACT 310	3
FIN 301	3	LAW 200	3
ENG 310	3	EAC	3
IDS	3	ECO 228	3

Senior Year

ACT 401	3	ACT 405	3
MGT 601	3	ACT Elective	3
MKT 601	3	ANL 601	3
Religion	3	BUS 602	3
Free Elective	3	COR 400A	3

Fifth Year

FIN 601	3	BUS 601	3
HRM 601	3	BUS 603 ⁽³⁾	3
MIS 601	3	MBA Elective	3
MBA Elective	3	ACT 470	3
ACT 406	3	BUS 750	3

* NOTE: Graduate courses in the senior year should not be taken until completion of at least 90 credit hours. Courses designated as fifth year courses should not be taken until completion of at least 120 credits.

(1) ENG 403 recommended.

(2) BUS 501 if not ENG 403

(3) Fulfills cultural elective

Courses

ACT 201. Introductory Accounting I (3).

Accounting majors will be introduced to the study of the basic concepts and principles of accounting and of the theory on which they are based. The topics covered include: the financial accounting environment, the accounting cycle, the elements of the preparation for financial statements, valuation procedures for assets and liabilities, focus on accounting for sole proprietorship.

ACT 202. Introductory Accounting II (3).

A continuation of the study of the basic concepts and principles of accounting, and of the theory on which they are based. The topics covered include: accounting for partnerships, accounting for leases and corporate bonds (i.e., long term liabilities), accounting for corporate equity, statements and cash flows, the use, evaluation and interpretation of accounting information. PREREQUISITE: ACT 201

ACT 203. Financial Accounting (3).

An introduction to the fundamentals of financial accounting involving the communication of relevant financial information to external parties. Includes interpretation and effective use of financial statements through study of accounting model, the measurement processes, data classification and terminology. Discussions emphasize concepts,

standards and generally accepted accounting principles as the rationale for accounting procedures.

ACT 204. Managerial Accounting (3).

An introduction to the fundamentals of management accounting emphasizing the use of accounting information in decisionmaking processes of managers with responsibilities inside the organization. Includes relationship of cost accounting to generally accepted accounting principles, the managerial approach and responsibility accounting concerning assets, revenues and costs. Prerequisite: ACT 203.

ACT 301. Intermediate Accounting I (4).

An extension of study of accounting theory applied to corporate accounting and the preparation and interpretation of financial statements. Topics include a review of the accounting process; structure and content of the basic financial statements; and coverage of theory, practice and procedures related to current assets, current liabilities and long-lived assets, tangible and intangible. Prerequisite: a grade of C or above in ACT 202 or permission of department chair.

ACT 302. Intermediate Accounting II (4).

A continuation of coverage of theory, practice and procedure relative to longterm liabilities and equities. Additional topics are income and revenue recognition, accounting for leases, pensions and income taxes, price-level accounting, statement of cash flow and analysis of financial statements. Prerequisite: a grade of C or above in ACT 301.

ACT 303. Cost Accounting (3).

Basic cost accounting concepts and the cost accumulation process are presented. These are related to the process of inventory valuation and internal use for planning and control. Topics include cost accumulation, budgets, standards, responsibility accounting, relevant costing, direct costing and cost-volume-profit analysis. Prerequisites: ACT 201-202.

ACT 304. Advanced Cost Accounting (3).

Cost concepts and cost information systems are presented in relation to managerial decision making and control. The course emphasizes the internal use of cost information and procedures for developing this information. Topics covered are cost for pricing control, inventory policy and control, transfer pricing, performance measures, capital budgeting and application of probability and statistical concepts to problems in cost control and analysis. Prerequisite: ACT 303.

ACT 310. Federal Income Tax for Individuals (3).

Provides instruction by application of federal income tax laws to incomes of individuals. Various tax returns are prepared. Includes a comprehensive explanation of the federal tax structure and training in the application of tax principles to specific problems. Prerequisite: ACT 201 or 203.

ACT 350 (MIS 350/MIS 350/MIS 550/ACT 550). Accounting Information Systems (3).

This course will examine the design, control and operation of accounting information systems with a strong emphasis on integration. The course will present a thorough introduction to basic information systems theory, provide a working knowledge of systems analysis and design techniques, databases and enterprise systems. Understanding and appreciation of accounting information systems is critical to successfully managing, auditing and developing systems to support today's evolving business environment. This course offers a focused look at accounting information systems as part of enterprise resource planning systems, with a focus on SAP and other comparable enterprise systems to demonstrate concepts.

ACT 390. Independent Study (1-6).

A student who wishes to pursue an independent study project for academic credit must submit, prior to registration, a proposed plan of study that includes the topic to be studied and the goal to be achieved, the methodology to be followed, schedule of supervision, end product, evaluation procedure and number of credits sought. The proposal must be approved by the supervising faculty member, the department chair and the dean of management. It will be kept on file in the academic dean's office. Credit and hours by arrangement.

ACT 401. Advanced Accounting (3).

A study of the advanced phases of partnership accounting and extended application of fundamental theory to specialized fields and activities. Among the topics covered are partnership and joint venture accounting; agency and branch accounting; mergers, consolidations; parent and subsidiary relations; foreign operations; governmental and fiduciary accounting. Prerequisites: a grade of C or above in ACT 301 and 302.

ACT 402 (SOC 402/ECO 402/PSC 402/IRL 403). Program Eval Research Methodol & Policy (3).

The goal of this course is to develop a comprehensive understanding of the use of behavioral science research methods and theories for program and intervention evaluations. Topics given special emphasis include: measurement strategies and problems, needs assessment, experimental and quasi-experimental field designs, qualitative methods, benefit-cost analysis, statistical approaches to modeling bias and the use of evaluation results in the policy process.

ACT 405. Auditing (3).

Course covers the principles, procedures and function of auditing. Problem solving involves the application of auditing principles, which can be studied, analyzed and worked on by the students in order to acquire, within limits, a basic understanding of auditing practices, procedures and responsibilities. A computer simulation is used to illustrate statistical sampling techniques. Prerequisites: ACT 301-302.

ACT 406. Advanced Auditing (3).

This course provides a deeper understanding of select topics covered in the first auditing course (ACT 405). Topics include the demand for auditing services, auditor decision-making, statistical sampling and information systems auditing. Prerequisites: C or above in ACT 405.

ACT 410. Corporate Taxation (3).

Provides instruction by application of federal tax laws to incomes of corporations. Tax returns are prepared. Emphasizes research and analysis. Prerequisite: ACT 310.

ACT 420. Other Taxable Entities & Tax Procedures (3).

This course provides instruction as to the federal tax laws concerning income of partnerships, subchapter S corporations, trusts and estate and gift taxation, family tax planning, with an emphasis on tax procedure and dispute resolution matters with the Internal Revenue Service. Tax research and analysis is required. This course will be "hands on" course, providing both a theoretical and practical understanding of various matters of tax laws concerning CPA's not only dealing with clients, but also with the Internal Revenue Service. Prerequisite: ACT 310.

ACT 430 (BUS 430/ACT 530/BUS 530). Government Contract Accounting (3).

Basic cost accounting concepts and the cost accumulation process are presented. This course provides guidance on accounting for, recovering and monitoring costs at each step of government contract performance, from bidding to closeout. An understanding of the Federal Acquisition Regulation (FAR), the Truth in Negotiations Act (TINA), the treatment of unallowable costs and the Defense Contract Audit Agency (DCAA) auditing standards will be provided. Current topics on special and emerging issues, including new TINA and FAR requirements; rules applicable to nonprofit associations, universities, hospitals, and state and local governments; incurred cost-electric (ICE); cost accounting issues in privatization projects and commercial item acquisitions; and the impact of procurement reform and streamlining will also be covered. Prerequisite: Intro Accounting.

ACT 435 (BUS 435/FIN 435/MIS 435/MIS 535). Introduction to Government Systems (3).

This course focuses on introductory government systems concepts, processes and functions, utilizing the Federal Acquisition Regulations (FAR). Students will examine FAR regulations, processes and nomenclature, utilizing existing and proposed regulations and industry case studies, and appropriate support technology. Guest speakers and field research provide students with access and information from industry and academia. Prerequisites: ACT 203, ACT 204.

ACT 436 (BUS 436/LAW 436/ACT 536/BUS 536/LAW 536). Introduction to Government Contracting Law, Compliance, Ethics (3).

This course provides an introduction to the legal and regulatory framework for doing business with the federal government. The course

of study will center on the requirements of the Federal Acquisition Regulations, and will include a study of several related statutes, as well as the regulatory compliance and business ethics requirements of doing business with the federal government. Guest speakers and case studies provide students with access and information from industry and academia. Prerequisites: ACT 201 or ACT 203 or LAW 200 or permission of the instructor.

ACT 437 (BUS 437/LAW 437/ACT 537/BUS 537/LAW 537). Capstone Course: Cases in Government Contracting Law, Compliance, and Ethics (3).

This course is the capstone course in the Government Systems Contracting certificate at Le Moyne. It requires the student to synthesize knowledge about the legal and regulatory framework for doing business with the federal government through a series of case studies of law, compliance and ethics. Course material focuses on cases derived from requirements of the Federal Acquisition Regulations, and related statutes. Guest speakers from industry and government will discuss regulatory compliance and business ethics requirements topics with students during class. Prerequisites: BUS 436, ACT 436, LAW 436 or permission of instructor.

ACT 470. Accounting Theory and Research (3).

This course is a seminar in accounting theory and research. The topics include both historical and current readings on: research and methods, revenue recognition, assets, liabilities, equity, valuation issues, Positive Accounting Theory and accounting numbers and their impact upon financial markets. Prerequisite: C or above in ACT 401.

ACT 481-489. Special Topics in Accounting (3).

Courses in this series offer an in-depth exploration of specific issues within the field of accounting, as well as topics of current interest to the instructor and students. Prerequisites: junior or senior standing, permission of the instructor.



Business Analytics

Professor(s): Greg M. Lepak, Ronald H. Wright

Associate Professor(s): George E. Kulick, Thaddeus KT Sim

Business analytics is the discipline of applying quantitative analytical models to convert data into useful information to help make better business decisions. Business analytics consists of descriptive analytics (analyzing what has happened in the past), predictive analytics (predicting what could happen in the future) and prescriptive analytics (prescribing optimal actions that will result in the best outcomes).

The business analytics major introduces students to quantitative modeling and analysis. Students learn methods and techniques in the context of diagnosing and solving problems from different disciplines of business including finance, marketing, information systems and operations. A dual major in business analytics and either finance, information systems or marketing is available for those students who wish to complement their analytical skills with focused studies in these disciplines. Classes are held in a computer lab to provide hands-on real world experience in the art of modeling and analysis.

Business Analytics Major

Beyond the introductory course, there are five required courses for the major: ANL 400 Applied Forecasting Analysis, ANL 410 Supply Chain Analysis, ANL 420 Strategic Management Analysis, ANL 430 Simulation and Risk Analysis, and a business analytics elective.

Students majoring in business analytics are required to enroll in the following courses:

Business Analytics Major

Core Requirements	Hours
COR 100 First Year Seminar	3
WRT 101 Critical Writing	3
PHL 110 Introduction to Philosophy	3
HST 110 - HST 111 World Civilization	6
ENG 210 Major Authors	3
PHL 210 Moral Philosophy	3
Theology	3
EAC Encountering Another Culture/Language	6
ENG 310 Literature and Culture	3
Mathematics	3
Social Science	3
Natural Science	3

IDS Interdisciplinary Studies*	3
Religion	3
COR 400 Transformations	3
Visual & Performing Arts*	1
Diversity*	0

NOTE: Some Core requirements may be fulfilled by major requirements.

** See core section for more information. Because there have been substantial changes to the core curriculum, the above requirements may not apply to all students; for students who entered Le Moyne College prior to Fall 2013, be sure to consult with your advisor for appropriate course selection(s).*

Major Requirements	Hours
ANL 400 Applied Forecasting Analysis	3
ANL 410 Supply Chain Analysis	3
ANL 420 Strategic Management Analysis	3
ANL 430 Simulation and Risk Analysis	3
ANL Elective	3

Electives	Hours
Liberal Arts Electives	6
Electives	12

Management Core Requirements	Hours
STA 201 Statistics I	3
STA 202 Statistics II	3
ACT 203 Financial Accounting	3
ACT 204 Managerial Accounting	3
LAW 200 Legal Environment of Business	3
MIS 201 Intro Mgmt Info Systems	3
MKT 301 Principles of Marketing	3
ANL 301 Business Analytics	3
FIN 301 Managerial Finance	3
MGT 301 Intro to Organization & Mgmt	3
BUS 470 Business Policy	3
ECO 113 Principles of Microeconomics	3
ECO 114 Principles of Macroeconomics	3

Typical Program for Business Analytics Major

First Semester	Hours	Second Semester	Hours
Freshman Year			
STA 201	3	Mathematics	3
WRT 101	3	STA 202	3
HST 110	3	PHL 110	3
COR 100	3	Natural Science	3
BUS 150	3	HST 111	3
Sophomore Year			
ACT 203	3	ACT 204	3
ANL 301	3	MKT 301	3
ECO 113	3	ECO 114	3

ENG 210	3	MIS 201	3
Theology	3	PHL 210	3

Junior Year

FIN 301	3	ANL 410	3
ANL 400/430	3	MGT 301	3
LAW 200	3	Elective	3
ENG 310	3	EAC	3
IDS	3	Liberal Arts Elective	3

Senior Year

ANL 400/430	3	ANL 420	3
ANL Elective	3	BUS 470	3
Liberal Arts Elective	3	Elective	3
Elective	3	Elective	3
Religion	3	COR 400A	3

Business Analytics Dual Majors

Because of the interdisciplinary nature of the major, many students combine the business analytics major with a second major, specifically marketing, finance or information systems. Some of the required courses in the business analytics major can count toward the requirements of the marketing, finance and information systems major and vice versa.

Business analytics majors interested in pursuing a dual major in marketing need to complete the following courses: ANL 400, ANL 410 (which will count as a marketing elective), ANL 420 and ANL 430; and, additionally, complete the following marketing courses: MKT 401, MKT 402 and two additional MKT electives (one of which will also count as a business analytics elective).

Business analytics majors pursuing a dual major in finance need to complete the following courses: ANL 400, ANL 410, ANL 420, ANL 430 (which will count as a finance elective) and, additionally, complete the following finance courses: FIN 365 (which will also count as a business analytics elective), FIN 401, and one additional FIN elective.

Business analytics majors pursuing a dual major in information systems need to take the following courses: ANL 400, ANL 410 (which will count as an information systems elective), ANL 420 and ANL 430; and, additionally, complete MIS 455 and three information systems courses, (one of which will count as a business analytics elective). MIS 375, MIS 395, MIS 415 and MIS 480 are recommended.

Business Analytics Minor

Students from any major who are interested in pursuing a minor in business analytics need to complete the following courses: STA 201, STA 202, ANL 301, and any three 400-level ANL courses. Students who have completed equivalent course work in statistics (e.g., MTH 110, MTH 111, MTH 112) may have the corresponding STA courses waived.

Courses**ANL 301. Business Analytics (3).**

This course introduces quantitative modeling and analysis. The course includes applications from different disciplines of business including finance, marketing, information systems, and operations. The course focuses on diagnosing and solving business problems based on quantitative analysis. Modeling methods and techniques are introduced in the context of specific business situations. These techniques include forecasting, optimization, project management, supply chain management and planning, and system simulation. Prerequisite: STA 201.

ANL 400. Applied Forecasting Analysis (3).

This course provides techniques for the parsimonious description of univariate and multivariate time-ordered data. Various models are discussed, including Box-Jenkins models, for purposes of inference, estimation, and prediction. Techniques of analysis are illustrated using actual data sets with emphasis on using the computer as an exploratory tool. Prerequisite: STA 202 and ANL 301, or permission of instructor.

ANL 410. Supply Chain Analysis (3).

Industrial supply chains are integral part of contemporary business practices. This course will examine key issues related to the design and management of supply chains. It will include discussions on the integration of various parts of the supply chain including suppliers, factories, distribution centers, warehouses and retailers. Theories related to the efficient distribution of products to customers will be introduced. Also, management techniques addressing tradeoffs between cost and service will be discussed. Much of the course concepts will be covered through case studies and simulations. Prerequisites: STA 202 and ANL 301.

ANL 420. Strategic Management Analysis (3).

Management science analyses are the basis of many successful strategic decisions. This course introduces many of the management science techniques in the context of strategic decision making. These techniques include linear programming, transportation, decision theory, queuing theory, and simulation. The course entails analyzing cases from all business disciplines and evaluating various strategic decisions within the framework of these cases. Prerequisites: STA 202 and ANL 301.

ANL 430. Simulation and Risk Analysis (3).

This course is designed to provide students with basic understanding of concepts of simulation and provide them the opportunity to design several simulations for various applications (including fun and games). Methodologies are introduced in the context of financial and operations applications and include techniques for risk analysis. Models will include both event and process simulations. Simulation software packages are introduced as tools for problem solving. Prerequisites: STA 202 and ANL 301.

ANL 481-489. Special Topics in Business Analytics (3).

Courses in this series offer an in-depth exploration of specific issues within the field of business analytics, as well as topics of current interest to instructors and students. Prerequisites: junior or senior standing or permission of the instructor.

STA 201. Statistics I (3).

These courses investigate the use of statistical methods in the process of optimizing decisions under uncertainty. Applications in the first semester involve the use of such statistical topics as descriptive statistics, frequency distribution, measures of central tendency and dispersion, probability and sampling theory. The second semester incorporates applications of analysis of variance, regression and correlation analysis, statistical decision making, Bayesian statistical decision making and value theory. Second semester presupposes the first.

STA 202. Statistics II (3).

These courses investigate the use of statistical methods in the process of optimizing decisions under uncertainty. Applications in the first semester involve the use of such statistical topics as descriptive statistics, frequency distribution, measures of central tendency and dispersion, probability and sampling theory. The second semester incorporates applications of analysis of variance, regression and correlation analysis, statistical decision making, Bayesian statistical decision making and value theory. Second semester presupposes the first.



Finance

Professor(s): John E. Consler
Associate Professor(s): JinHu Qian

Finance is the study of the allocation of scarce financial resources to maximize their utility. Students in the finance program study the science and art of making investment and financing decisions under conditions of uncertainty at both the individual and institutional levels. For example, students learn how to answer questions such as:

- How do we evaluate a corporate investment project, and how should we finance the project?
- How do we manage a portfolio through the allocation of capital among different asset classes so as to maximize the portfolio's return while maintaining an acceptable level of risk?
- How do we identify and manage risk in a constantly changing market?
- How can we use opportunities scattered throughout the international financial markets to balance the trade-off between risk and return?

Students will explore the theories and practices of topics such as asset allocation, portfolio management, capital budgeting, securities markets, risk management, and international finance. Our finance program emphasizes the development of analytical skills to solve practical issues that arise in dynamic financial environments.

Students who major in finance take courses such as Managerial Finance, Financial Institutions and Capital Markets, Investments, Banking, International Financial Management, and Corporate Risk Management.

Students also have the opportunity to pursue a dual major in finance and either business analytics or information systems.

Finance Major

Students majoring in finance are required to enroll in the following courses:

Core Requirements	Hours
COR 100 First Year Seminar	3
WRT 101 Critical Writing	3
PHL 110 Introduction to Philosophy	3
HST 110 - HST 111 World Civilization	6
ENG 210 Major Authors	3
PHL 210 Moral Philosophy	3
Theology	3
EAC Encountering Another Culture/Language	6
ENG 310 Literature and Culture	3
Mathematics	3
Social Science	3
Natural Science	3
IDS Interdisciplinary Studies*	3
Religion	3
COR 400 Transformations	3
Visual & Performing Arts*	1
Diversity*	0

*NOTE: Some Core requirements may be fulfilled by major requirements. * See core section for more information. Because there have been substantial changes to the core curriculum, the above requirements may not apply to all students; for students who entered Le Moyne College prior to Fall 2013, be sure to consult with your advisor for appropriate course selection(s).*

Major Requirements	Hours
FIN 365 Fin Institutions & Cap Mkts	3
FIN 401 Investments	3
FIN 460 Corporate Risk Management	3
FIN Electives (any two courses from FIN 360, FIN 402, FIN 450, FIN 455)	6
Electives	Hours
Liberal Arts Electives	6
Electives	9

Management Core Requirements	Hours
STA 202 Statistics II	3
ACT 203 Financial Accounting	3
ACT 204 Managerial Accounting	3
LAW 200 Legal Environment of Business	3
MIS 201 Intro Mgmt Info Systems	3
MKT 301 Principles of Marketing	3
ANL 301 Business Analytics	3
FIN 301 Managerial Finance	3
MGT 301 Intro to Organization & Mgmt	3
BUS 470 Business Policy	3
ECO 113 Principles of Microeconomics	3
ECO 114 Principles of Macroeconomics	3
Cultural Requirement	3
STA 201 Statistics I	3

tional FIN elective and ANL 400, ANL 410, ANL 420 and ANL 430 (which will also count as a finance elective).

Dual Major in Finance and Information Systems

Finance majors interested in pursuing a dual major in information systems need to complete the following courses: FIN 365, FIN 401, FIN 499, one finance elective; MIS 455 and three MIS electives. (Recommended MIS electives: ACT350/MIS 350, MIS 375, MIS 480, MIS 465).

Courses

FIN 201. Personal Finance (3).

A survey of the business and economic decisions that an individual makes in his or her personal life. Information base covers; savings, general investing, credit and critical thinking skills with respect to personal financial planning concepts. Course will be taught in Le Moyne's newly established Trading Center to provide real world investment experience and provide students with the opportunity to manage their own personal mock investment portfolio. Open to both non-business and business students.

FIN 301. Managerial Finance (3).

Foundation of financial theory and techniques of financial decision making. Financial analysis of liquidity, debt and profitability; short-term, intermediate and long-term financing; working capital and cash management; credit management; capital budgeting; cost of capital; operational and financial leverage; dividend policy; capital structure, profit planning and reorganization. Prerequisites: ACT 203 or ACT 201; STA 201; ECO 113-114.

FIN 302 (ECO 228). Economics of Financial Markets (3).

This course includes monetary theory, price level determination, determination of the supply of money, foreign exchange rates, operations of the commercial banks and the Federal Reserve System and monetary policy. Prerequisites: ECO 113-114.

FIN 360. Intermediate Managerial Finance (3).

Advanced coverage of the evolution of financial theory, long-term investment decisions, capital structure, dividend policy, long-term financing decisions and related topics. Prerequisite: FIN 301.

FIN 365. Financial Institutions & Capital Markets (3).

The purpose of financial markets is to efficiently allocate savings in an economy to ultimate users of funds. This task is performed via money and capital market transactions where the money markets deal in short-term debts and capital markets deal in long-term debts and stocks. The scope of money and capital market transactions, the issuance, trading and possible redemption of financial assets are analyzed. The similarities and differences between these two markets are examined. The influence on market activity of outside events such

Typical Program for Finance Major

First Semester	Hours	Second Semester	Hours
Freshman Year			
HST 110	3	PHL 110	3
STA 201	3	HST 111	3
COR 100	3	STA 202	3
WRT 101	3	Mathematics	3
BUS 150	3	Natural Science	3
Sophomore Year			
ACT 203	3	ACT 204	3
ENG 210	3	ECO 114	3
ECO 113	3	PHL 210	3
Theology	3	MIS 201	3
ANL 301	3	MKT 301	3
Junior Year			
ENG 310	3	FIN 365	3
FIN 301	3	FIN Elective	3
IDS	3	EAC	3
MGT 301	3	Elective	3
LAW 200	3	Liberal Arts Elective	3
Senior Year			
FIN 401	3	FIN 460	3
FIN Elective	3	Elective	3
Elective	3	Elective	3
Liberal Arts Elective	3	COR 400A	3
Religion	3	BUS 470	3

Dual Major in Finance and Business Analytics

Finance majors interested in pursuing a dual major in business analytics need to complete the following courses: FIN 365 (which will count as a business analytics elective), FIN 401, FIN 460, an addi-

as change in monetary policy is also explored. The money and capital markets, like other institutions, have undergone changes in recent years. The major financial assets comprising these markets are surveyed along with current innovations, such as the option and interest rate futures market. Prerequisite: FIN 301.

FIN 401. Investments (3).

Study of financial markets from the viewpoint of the individual investor. Topics include fundamental and technical analysis of common stocks, bond valuation and investment in options and commodities. Prerequisite: FIN 301.

FIN 402. Portfolio Management (3).

Study of the three forms of efficient market hypothesis and the evidence supporting them. Develop the models of portfolio theory, capital market theory and their extensions. Survey of the empirical findings relating the theories to the behavior of stock prices on the various exchanges. Prerequisite: FIN 401.

FIN 435 (BUS 435/ACT 435/MIS 435/MIS 535). Introduction to Government Systems (3).

This course focuses on introductory government systems concepts, processes and functions, utilizing the Federal Acquisition Regulations (FAR). Students will examine FAR regulations, processes and nomenclature, utilizing existing and proposed regulations and industry case studies, and appropriate support technology. Guest speakers and field research provide students with access and information from industry and academia. Prerequisites: ACT 203, ACT 204.

FIN 450. Banking (3).

Banking as a business, how banks augment money supply; their role in loans, investments and credit management; the mechanisms of interbank transfers of payments within and outside national boundaries; commercial banks, mutual banks, savings and loan associations, credit unions, etc., and the nature and scope of their operations; regulations of banks by the central bank and other governmental agencies. Recommended prerequisite: FIN 365.

FIN 455. International Financial Management (3).

A study of international financial markets where different currencies are used by international institutions, such as multinational banks and corporations. A recent development of business globalization has created an environment that requires business students to understand and apply basic financial management tools necessary for evaluation of international markets. The course focuses on foreign exchange rate, risk management, regulatory environment and short- and long-term financing of multinational institutions. Prerequisite: FIN 301 or permission of instructor.

FIN 460. Corporate Risk Management (3).

This course studies the crucial tools necessary for corporations and investors to effectively hedge long or short positions with financial

derivatives in order to protect them from losses. The course emphasizes how to use derivatives to maximize firm value through risk management. Coverage includes an evaluation of tools identifying potential risks, an integrated approach to risk management, hedging with forward and futures contracts, managing cash flow exposures, hedging with options and option pricing models, credit risks and credit derivatives, and recent and future developments on the practice of risk management.

FIN 465. Distress Investing (3).

The purpose of this course is to provide the student with the needed tools to understand and learn the discipline of distress investing. Distress investing is one of the areas of "Fundamental Finance". Other areas of "Fundamental Finance" include Value Investing, Control Investing, Credit Analysis, and First and Second Stage Venture Capital Investing. This is a course about business valuation, corporate finance, bankruptcy law and security analysis with an emphasis on analyzing public companies that are in financial distress, from the bottom up. This is in sharp contrast to traditional academic finance, which is heavily top down and assumes there is substantive consolidation between the company and its constituencies (managements, stockholders, bondholders, trade vendors, etc.). Prerequisites: FIN 301 or FIN 601 or equivalent.

FIN 478 (MIS 478/MIS 712). Financial Telecomm & Cybersecurity (3).

This course provides an overview of the concepts and principles of telecommunications systems and networks, blending technical with managerial topics. Students will focus on the challenges inherent in securing financial telecommunications networks, particularly the challenges of insider threats. Students will local area networks, wide area networks, wireless networks, value-added networks, as well as other networks. Students will complete a series of network installation and test projects, and will analyze network design cases throughout the semester. Guest speakers from industry and case studies from on-going research will provide a real-world context for the topics discussed in class. Students may sit for network certification following completion of the course. Prerequisites: MIS 201, or permission of the instructor.

FIN 481-489. Special Topics in Finance (3).

Courses in this series offer an in-depth exploration of specific issues within the field of finance, as well as topics of current interest to instructors and students. Prerequisites: junior or senior standing or permission of the instructor.



Human Resource Management

Chair: Dennis O'Connor
Professor(s): Bernard A. Arogyaswamy
Professor(s) of Practice: Renee V. Downey
Associate Professor(s): David McCallum, S.J., Daniel L. Orne

Human Resource Management Major

The human resources field has evolved much since the inception of personnel, the office where one was hired, tracked and sometimes fired. Today human resources professionals are strategic partners, tactically planning the talent needs of the organization for optimum performance. The HR office seeks and optimizes the best people, engaging and retaining them, and ensuring their skills are maximized. Key areas for which HR professionals are responsible include talent sourcing, compensation and benefits, employee development and legal compliance.

Human resource graduates are in demand as corporate recruiters, benefits specialists and organizational learning officers. Technically-oriented HR professionals have opportunities in human resource information systems and compensation analysis. Whether specializing in a large company, or acting as an HR generalist in smaller organizations, human resources offers multi-faceted career opportunities for graduates.

Human Resource Management Major

Core Requirements	Hours
COR 100 First Year Seminar	3
WRT 101 Critical Writing	3
PHL 110 Introduction to Philosophy	3
HST 110 - HST 111 World Civilization	6
ENG 210 Major Authors	3
PHL 210 Moral Philosophy	3
Theology	3
EAC Encountering Another Culture/Language	6
ENG 310 Literature and Culture	3
Mathematics	3
Social Science	3
Natural Science	3
IDS Interdisciplinary Studies*	3
Religion	3
COR 400 Transformations	3
Visual & Performing Arts*	1
Diversity*	0

NOTE: Some Core requirements may be fulfilled by major requirements.

* See core section for more information. Because there have been substantial changes to the core curriculum, the above requirements may not apply to all students; for students who entered Le Moyne College prior to Fall 2013, be sure to consult with your advisor for appropriate course selection(s).

Major Requirements	Hours
HRM 301 Human Resource Management	3
HRM 403 Total Rewards: Comp & Benefits	3
HRM 404 Talent Management: Performance and Retention	3
MTH 120 Mathematics for Business Majors	3
Two of the following electives:	6
HRM 457 Managing Multicultural Connections	
MGT 451 Group Skills and Team Leadership	
MGT 452 Organizational Development	
MGT 454 Effective Supervision	

Electives	Hours
Electives	15

Management Core Requirements	Hours
STA 201 Statistics I	3
STA 202 Statistics II	3
ACT 203 Financial Accounting	3
ACT 204 Managerial Accounting	3
LAW 200 Legal Environment of Business	3
MIS 201 Intro Mgmt Info Systems	3
MKT 301 Principles of Marketing	3
ANL 301 Business Analytics	3
FIN 301 Managerial Finance	3
MGT 301 Intro to Organization & Mgmt	3
BUS 470 Business Policy	3
ECO 113 Principles of Microeconomics	3
ECO 114 Principles of Macroeconomics	3

Typical Program for Human Resource Management Major

First Semester	Hours	Second Semester	Hours
Freshman Year			
HST 110	3	PHL 110	3
STA 201	3	HST 111	3
WRT 101	3	MTH 120	3
COR 100	3	STA 202	3
BUS 150	3	Natural Science	3
Sophomore Year			
ACT 203	3	ACT 204	3
ENG 210	3	PHL 210	3
Theology	3	ECO 114	3
ECO 113	3	HRM 301	3
MGT 301	3		

Junior Year

ENG 310	3	HRM 403	3
FIN 301	3	Elective	3
HRM 404	3	CSC 151	3
MIS 201	3	MKT 301	3
IDS	3	EAC	3

Senior Year

HRM Elective	3	HRM Elective	3
Liberal Arts Elective	3	Elective	3
Elective	3	Elective	3
LAW 200	3	COR 400A	3
Religion	3	BUS 470	3

Human Resource Management Minor

The human resource management minor complements the student's major discipline with broad skill development in the evolving field of talent management. Functional areas include human resource planning, recruitment and selection, appraisal and compensation; employee training and career development; retention; management of labor relations and development of a strategic human resources plan. In addition to classroom study, students enjoy simulations and regularly visit area organizations and meet with professionals in the human resources field in the public, private and nonprofit sectors.

The human resources management minor requires 15 hours of course work. Students must take both HRM 301 and MGT 301, and choose an additional nine hours from the following options: HRM 403, HRM 404, HRM 471, MGT 451, MGT 452 and MGT 454. The minor may not be earned concurrently with the management and leadership major.

Courses

HRM 301. Human Resource Management (3).

The course is designed to survey the field of human resource management: the goals, major issues, current practices and possibilities for the future. Techniques involved in staffing, selecting, training, performance appraisal, compensation, development and labor-management relations are discussed in lectures and practiced in skill-development exercises. Not open to students who have taken MGT 305.

HRM 304. Personnel Planning & Selection (3).

This course examines the theory, problems and techniques in personnel planning, recruiting and selecting employees. Prerequisite: HRM 301.

HRM 403. Total Rewards: Comp & Benefits (3).

This course examines the theory and application of total rewards, the tools that are available to attract, motivate and retain employees. Topics include theory, techniques and problems in job analysis and evaluation, performance appraisal and developing wage and salary systems. Prerequisite: HRM 301.

HRM 404. Talent Management: Performance and Retention (3).

This course examines the theory, problems and techniques in personnel planning, recruiting, and selecting employees. Sourcing and vetting candidates, attracting the best talent, hiring for job fit, onboarding and building an engaged workforce are explored through readings, case studies and class projects. Prerequisite: HRM 301.

HRM 454 (MGT 454). Effective Supervision (3).

Effective Supervision is a practical course in how to lead others in organizations. From delegation and performance measurement to correcting unwanted behaviors, you will learn how to address workplace issues with efficiency and effectiveness. Course topics include interpersonal communications, motivation, delegation and negotiating conflict. The class is highly experiential, and will provide useful tools for your first supervisory experience. Prerequisite: MGT 301.

HRM 457 (MGT 457). Managing Multicultural Connections (3).

This course will explore the Human Resources implications of culture and multicultural communication from the conceptual, practical and human resources perspective. Students will inquire into their own culture and values, explore case studies, and engage in rich discussions with a number of speakers who have experience doing business outside our borders. Prerequisite: MGT 301.

HRM 470-479. Special Topics in Human Resource Management (3).

These courses designate special interest topics offered on an occasional basis to meet student and faculty interests.



Information Systems

Program Director: Martha Grabowski

Associate Professor: Shin-Jeng Lin

All disciplines are experiencing growth in computer use, and students who enrich their knowledge of information systems are at a career advantage. The information systems major program is designed to serve students with educational and career interests in information systems, as well as those students who have other career and educational interests and who desire knowledge of information systems.

To respond to differing student and employer needs and interests, Le Moyne offers several different offerings in Information Systems:

- M.S., Information Systems,
- B.S., Business Administration, with a major in information systems,

- B.S., Business Administration, with a major in Management and Leadership/Information Systems, Marketing/Information Systems, Finance/Information Systems, or Business Analytics/Information Systems,
- B.S., Accounting, with a concentration in Information Systems,
- Minor in Management Information Systems,
- Minor in Health Information Systems,
- Joint IS/Computer Science degree in Software Applications and Systems Development (SASD)
- 4+1 Dual Bachelor's/Master's Degree program in Information Management with Syracuse University,
- Global Enterprise Technology (GET) Immersion Experience Internship Program,
- Graduate Health Information Systems certificate,
- Graduate Management Information Systems courses for MBA students, and
- Certificate, non degree-granting undergraduate programs in Enterprise Systems, Large-Scale Systems, Web-based Technology, Government Systems and Health Information Systems.

Students who are interested in the development, application, use and theory of information systems can pursue a B.S. in business administration, information systems major. Students interested in combining an interest in other areas of business administration with an interest in information systems may pursue a joint major with business analytics, marketing, leadership or finance; a concentration in information systems for accounting majors or a dual major with software applications and systems development.

IS students may pursue certification in Oracle, SAP, project management, or Microsoft server/networking through their coursework.

In addition, students may apply for an accelerated M.S., in information studies through Syracuse University's School of Information Studies as early as their junior year through Le Moyne's 4+1/fast track program (see following information).

IS students may also participate in Syracuse University's Global Enterprise Technology (GET) internship program with JP Morgan Chase, Ernst & Young, Cisco, IBM, GE and other employers. Information about certification, 4+1 program, and the GET program is available from the IS program director, and in the information that follows.

Interested students are encouraged to discuss these choices with their advisor or the information systems program director to determine which offering best meets their needs.

Students majoring in information systems are encouraged to pursue internship opportunities as part of their academic experience. Exceptional students are encouraged to participate in honors study in information systems, pursuing a research topic of their choice with a faculty mentor.

Information Systems Major

Information Systems Major

Students majoring in information systems are required to enroll in the following courses:

Core Requirements	Hours
COR 100 First Year Seminar	3
WRT 101 Critical Writing	3
PHL 110 Introduction to Philosophy	3
HST 110 - HST 111 World Civilization	6
ENG 210 Major Authors	3
PHL 210 Moral Philosophy	3
Theology	3
EAC Encountering Another Culture/Language	6
ENG 310 Literature and Culture	3
Mathematics	3
Social Science	3
Natural Science	3
IDS Interdisciplinary Studies*	3
Religion	3
COR 400 Transformations	3
Visual & Performing Arts*	1
Diversity*	0

NOTE: Some Core requirements may be fulfilled by major requirements.

* See core section for more information. Because there have been substantial changes to the core curriculum, the above requirements may not apply to all students; for students who entered Le Moyne College prior to Fall 2013, be sure to consult with your advisor for appropriate course selection(s).

Major Requirements	Hours
MIS 455 Managing the Technological Enterprise	3
MIS 480 Database Management Systems	3
MIS/CSC Electives	9

Electives	Hours
Liberal Arts Electives	9
Electives	12

Management Core Requirements	Hours
STA 201 Statistics I	3
STA 202 Statistics II	3
ACT 203 Financial Accounting	3
ACT 204 Managerial Accounting	3
MTH 120 Mathematics for Business Majors	3
MIS 201 Intro Mgmt Info Systems	3
LAW 200 Legal Environment of Business	3
MKT 301 Principles of Marketing	3
ANL 301 Business Analytics	3
FIN 301 Managerial Finance	3

MGT 301 Intro to Organization & Mgmt	3
BUS 470 Business Policy	3
ECO 113 Principles of Microeconomics	3
ECO 114 Principles of Macroeconomics	3
Cultural Requirement	3

Typical Program for **Information Systems Major**

<i>First Semester</i>	<i>Hours</i>	<i>Second Semester</i>	<i>Hours</i>
Freshman Year			
STA 201 or MTH 110	3	MIS 201	3
WRT 101	3	STA 202 or MTH 111	3
HST 110	3	PHL 110	3
COR 100	3	HST 111	3
Elective	3	MTH 120	3
Sophomore Year			
ACT 203	3	ACT 204	3
ECO 113	3	MIS 480	3
ENG 210	3	ECO 114	3
MIS/CSC Elective	3	PHL 210	3
Theology	3	Natural Science	3
Junior Year			
MGT 301	3	Elective	3
FIN 301	3	Liberal Arts Elective	3
MKT 301	3	LAW 200	3
ENG/TBD	3	MIS 455	3
IDS	3	MIS/CSC Elective	3
Senior Year			
ANL 301	3	BUS 470	3
Liberal Arts Elective	3	EAC	3
MIS 499/490/MIS Elective	3	Elective	3
EAC	3	Elective	3
Religion	3	COR 400A	3

Information Systems Dual Majors

Students majoring in finance, marketing, leadership or business analytics may pursue a dual major in information systems and their primary major. Students majoring in accounting may pursue a concentration in information systems. Information systems courses tailored for each major enhance the students' knowledge of their primary business discipline, and integrate the use of information systems and technology with study of the business disciplines.

Students pursuing a dual major in information systems and finance, marketing, leadership or business analytics are required to enroll in the following courses:

Finance major/information systems major

FIN 365, FIN 401, FIN 499, one finance elective; MIS 455 and three MIS electives. (Recommended MIS electives: ACT 350/MIS 350, MIS 480, MIS 478/FIN 478; MIS 435/ACT 435/BUS 435/FIN 435).

Management and leadership major/information systems major

Four BUS/MGT electives, MIS 455 and three MIS electives. (Recommended MIS electives: MIS 460/MGT 460/CSC 460/MIS 711/NSG 611, MIS 435/ACT 435/BUS 435/FIN 435, MIS 450/MIS 710/NSG 387/NSG 697, MIS 480).

Marketing major/information systems major

MKT 401, MKT 402 two marketing electives MIS 455, MIS 480, and two MIS electives. (Recommended MIS electives: MIS/MKT 335, MIS/MKT 415, MIS 465, MIS/MKT 445, MIS/MKT 715).

Business analytics major/information systems major

ANL 400, ANL 410, ANL 420, ANL 430 and MIS 455 and three other MIS electives.

(Recommended MIS electives: MIS/MKT 415, MIS 480, MIS 445/MKT 445/MIS 715/MKT 715, MIS/ACT 350).

Accounting major/information systems concentration

Students majoring in accounting may pursue a concentration in information systems. Information systems courses tailored for this concentration enhance the students' knowledge of their primary accounting discipline, and integrate the use of information systems and technology with accounting. Accounting students pursuing a concentration in information systems are required to enroll in the following courses:

ACT 350/MIS 350, MIS 375 or MIS 480 and MIS 455

Dual Major in Information Systems and Software Applications & Systems Development

This program's strength is in the liberal arts tradition – students receive broad exposure to other disciplines with a solid foundation in developing software applications and systems. A distinctive feature is a requirement to minor in another academic discipline. The SASD program combines the strengths of Le Moyne's computer science and information systems programs in a complementary way while adhering to the latest curriculum guidelines for software engineering.

The software applications and systems development (SASD) program combines software programming and software design from the computer science (CS) program with business analysis and project planning from the information systems (IS) program. A significant difference between the SASD and CS programs are in the mathematics requirements. The SASD program requires a student to take either Mathematics for Business Majors or Brief Calculus while the CS program requires a student to take Calculus I. A significant difference between the SASD and IS programs is that the SASD program requires a student to earn a minor in any academic discipline, while the IS program requires a student to take the Business core courses (which is similar to earning a minor in business administration).

Le Moyne College expects its software applications and systems development graduates:

- Can demonstrate critical thinking skills, apply problem solving techniques, and construct various software artifacts as prescribed by a software development process.
- Are prepared for continued growth as a computing professional, are able to apply what they have learned, and can communicate their knowledge to others in an ethically responsible manner.
- Are prepared to work individually or in a collaborative environment.

- CSC 496 Senior Software Engineering Project
- MIS 399 Independent Study in Information Systems
- MIS 499 Independent Study in Info Systems (Honors)

Major Support	Hours
MTH 120 Mathematics for Business Majors	3
MTH 260 Discrete Mathematics	3
Foreign Language (intermediate or advanced level recommended)	6
Minor in another discipline	15-21
Electives	Hours
Free Electives	27

Software Applications & Systems Development

Core Requirements	Hours
COR 100 First Year Seminar	3
WRT 101 Critical Writing	3
PHL 110 Introduction to Philosophy	3
HST 110 - HST 111 World Civilization	6
ENG 210 Major Authors	3
PHL 210 Moral Philosophy	3
Theology	3
EAC Encountering Another Culture/Language	6
ENG 310 Literature and Culture	3
Mathematics	3
Social Science	3
Natural Science	3
IDS Interdisciplinary Studies*	3
Religion	3
COR 400 Transformations	3
Visual & Performing Arts*	1
Diversity*	0

NOTE: Some Core requirements may be fulfilled by major requirements.

* See core section for more information. Because there have been substantial changes to the core curriculum, the above requirements may not apply to all students; for students who entered Le Moyne College prior to Fall 2013, be sure to consult with your advisor for appropriate course selection(s).

Major Requirements	Hours
CSC 175 Introduction to Algorithms and Program Design	4
CSC 176 Object Oriented Programming	3
CSC 346 Software Operating Environments	3
CSC or MIS elective	3
MIS 201 Intro Mgmt Info Systems	3
MIS 375 Applied Systems Analysis	3
MIS 460 Managing Systems Projects	3
MIS 480 Database Management Systems	3
One of the following:	3

Typical Program for Software Applications & Systems Development

First Semester	Hours	Second Semester	Hours
Freshman Year			
CSC 175	4	CSC 176	3
MIS 201	3	PHL 110	3
WRT 101	3	HST 111	3
COR 100	3	Elective	3
MTH 120/ MTH 122	3	Elective	3
Sophomore Year			
Elective	3	MTH 260	3
MIS 375	3	ENG 210	3
HST 110	3	Elective	3
PHL 210	3	EAC	3
EAC	3	Social Science	3
Junior Year			
MIS 460	3	CSC 346	3
Elective	3	MIS 480	3
CSC/MIS elective	3	Elective	3
Natural Science	4	Theology	3
Theology	3	ENG 310	3
Senior Year			
Elective	3	COR 400A	3
Elective	3	Elective	3
Social Science	3	Elective	3
CSC/MIS elective	3	Elective	3
MIS 399/499/CSC 396	3	MIS 399/499/CSC 496	3

Management Information Systems (M.I.S.) Minor

Students who wish to pursue a minor in management information systems must have a major other than business administration.

Students pursuing a minor in management information systems must complete the following course requirements:

M.I.S. Minor

<i>Minor Requirements</i>	<i>Hours</i>
MIS 201 Intro Mgmt Info Systems	3
MIS 480 Database Management Systems	3
MIS/CSC electives	6

Health Information Systems (H.I.S.) Minor

Health care in the 21st century requires secure and effective information technology systems to meet two of its most significant challenges: improving the quality of care while also controlling the costs of care. Developing, deploying, managing and using information technology that is effective in complex clinical, organizational and economic settings is a significant challenge. This minor is designed to address these challenges while preparing students for the world of work in technology and medical settings.

Health information systems is a discipline at the intersection of information science, computer science and health care that focuses on the systems, technology, policies, procedures and human capital required to optimize the use of information in health and biomedicine.

Health Information Systems (HIS) Minor

<i>Minor Requirements</i>	<i>Hours</i>
MIS 460 Managing Systems Projects CSC 460/ MGT 460/MIS 711/NSG 611	3
MIS 450 Health Information Systems MIS 710/ NSG 387/697	3
MIS 480 Database Management Systems	3
One of the following:	3
BIO 427 Bioinformatics	
MIS 375 Applied Systems Analysis	
MIS 415 Business Intelligence	
MIS 435 Introduction to Government Systems	
MIS 455 Managing the Technological Enterprise	
MIS 478 Financial Telecomm & Cybersecurity	

4+1 Dual Bachelor's/Master's Degree program in Information Systems

B.S. Business Administration/Information Systems
Le Moyne College
M.S., Information Management

Syracuse University, School of Information Studies

This program allows Le Moyne students with a major in Business Administration/Information Systems, a major in Computer Science, or a dual major in information systems and computer science to complete a master's degree program in information management at Syracuse University by taking Syracuse University graduate courses as early as their junior year at Le Moyne College.

Students complete the program with one or two semesters of additional course work beyond their Le Moyne undergraduate program. For example, they may take graduate courses at Syracuse University in the summer of their junior year, and complete the program in the summer or fall immediately following their graduation from Le Moyne. Le Moyne students enrolled in the 4+1 program participate in internships through Le Moyne and/or Syracuse University, and are supported with a graduate assistantship at Syracuse during their time at S.U.

The agreement also stipulates that Le Moyne students in the 4+1 program will be charged Le Moyne tuition for their S.U. courses, rather than S.U. tuition. For students who come in with transfer, I.B. or AP credit, this could mean that they may be able to graduate on time with both the bachelor's degree from Le Moyne and a master's degree from S.U. and no change in status with respect to their financial aid.

For more information, please contact Dr. Martha Grabowski, Information Systems Program Director.

Syracuse University Global Enterprise Technology (GET) Immersion Experience Internship Program

This program enables students to understand the key technical, organizational and financial considerations of a successful IT project within a large global organization. This enhanced co-op model that provides a 'semester away' experience, enables problem-based learning within an experiential learning environment where theory & practice are treated together in an integrated fashion (as opposed to alternating between internships and the classroom). The GET Immersion Experience program provides breadth and specific technical courses for technical majors (ex. Computer Science/MIS, physics, chemistry) and provides depth and a domain expertise for students in other majors (ex. communications, psychology, history). To apply, students must have a 3.2 GPA.

In the program, students:

- Work from May - August (as a paid, full-time employee) for a firm such as JP Morgan Chase, GE, Ernst & Young, Cisco or Fidelity Investments in New York City; Charlotte, NC; Columbus, OH; Schenectady, NY; and other locations. Students will work in global virtual teams of co-workers located around the globe using enterprise technology.
- Earn between 9 credits during the summer internship time period. Courses focus on Global Enterprise Technology, Communication

and Project Management, and provide experiential learning where work & school challenges are integrated (ex. managers & professors provide guidance on student projects). Le Moyne tuition rates for the applicable summer semester is applied. Courses are applicable to the student's major and 'count' as either electives or major requirements.

- Have the option to travel with their intern cohort to a variety of global business locations around the world (EuroTech, AsiaTech) to experience and observe the principles and reality of global enterprise technology firms in practice.

Students return to Le Moyne in September following their Immersion Experience work part-time for their internship employer while taking a full academic load. They are then highly competitive candidates for full-time employment with their sponsor firm, or with any of the other GET Immersion Experience partner firms.

Planning for the summer GET semester begins in the preceding Fall semester. Students will apply to and be hired as interns by the partner firms, who make the internship hiring decisions. Students interview for the internships in September/October and are notified of their status in November. Commitments to the summer internship are required in December, prior to the student's summer start. For more information, please contact Dr. Martha Grabowski, Information Systems Program Director.

Courses

MIS 175 (CSC 175). Introduction to Algorithms and Program Design (4).

This course introduces students to programming with an emphasis on computational problem-solving. Topics include program design and testing strategies, programming language syntax and semantics, scalar data types and an introduction to data structures, control structures, iteration, recursion, file input/output exceptions as well as introduction to algorithm analysis. Students will use a high-level programming language to develop programs and reinforce their understanding of topics.

MIS 175L (CSC 175L). Lab (1).

MIS 201. Intro Mgmt Info Systems (3).

This course provides an overview of the concepts and methodologies of information systems. The course focuses on the idea of information systems support for competitive decision-making, thus blending technical with managerial topics. Students will develop familiarity with the principles of information systems as well as hands-on experience with a variety of information systems tools and techniques.

MIS 325 (CSC 253). Programming With Java (3).

Java is a highly portable object-oriented programming language suitable for developing both Internet and stand alone applications. Its integrated support for threads also makes it suitable for developing concurrent and distributed applications. This course covers the specifics of writing programs in Java, as well as some basics of object-oriented design and programming. It will also touch on graphical user interfaces and threads, with additional topics as time permits. Students will apply the learned concepts to develop business computer applications using the Java programming language, and to enhance the quality of the applications, such as program readability, style, testing and documentation. Prerequisites: MIS 201 or permission of the instructor.

MIS 326 (CSC 203). COBOL Programming (3).

This course is a study of the COBOL programming language, with application of its features for table handling, sorting, sequential and random access file handling and modular programming. Prerequisite: prior experience with a high-level programming language or permission of instructor.

MIS 335 (MKT 335/MIS 635). Client Side Web Application Development (3).

As more and more businesses and individuals turn to the Web for sharing information and conducting commercial activities, a quality web site can provide competitive advantage and invite users for repetitive visits. The key to a quality and successful web site lies in both the content and usability of the site. To increase understanding of web usability, this course will engage students in an exploration of fundamental concepts in web design and development processes with hands-on exercises. This course explores the factors influencing web site usability throughout the design process, including requirements analysis, conceptual design, mockups and prototypes, production, and web site evaluation. Students will also learn to use client-side scripting techniques to enhance web usability.

MIS 350 (ACT 350/ACT 350/MIS 550/ACT 550). Accounting Information Systems (3).

This course will examine the design, control and operation of accounting information systems with a strong emphasis on integration. The course will present a thorough introduction to basic information systems theory, provide a working knowledge of systems analysis and design techniques, databases and enterprise systems. Understanding and appreciation of accounting information systems is critical to successfully managing, auditing and developing systems to support today's evolving business environment. This course offers a focused look at accounting information systems as part of enterprise resource planning systems, with a focus on SAP and other comparable enterprise systems to demonstrate concepts. Prerequisite: MIS 201 or permission of the instructor.

MIS 375. Applied Systems Analysis (3).

This course introduces the nature and techniques of information systems analysis, design and implementation. The course topics include requirements definition, analysis and design of information systems; system implementation and evaluation; object-oriented analysis and design;

and current trends in systems analysis and design. Students demonstrate their knowledge by completing a systems analysis and design project.

Prerequisite: MIS 201 or permission of the instructor.

MIS 385 (CSC 252/MIS 785). Developing Decision Support Applications With Visual Basic (3).

This class covers the basics of structured programming using Visual Basic to develop decision support systems or management science applications. The theory and practice of structured programming, logic, systems development are covered in a series of iterative hands-on assignments, which are designed based on practical decision support systems or management science applications. Students can expect to learn how to create and program advanced Excel applications or other equivalent applications. A term project involving the development and documentation of a Visual basic program is required. Prerequisite: MIS 201, MIS 501, or permission of the instructor.

MIS 399. Independent Study in Information Systems (1-3).

A student who wishes to pursue an independent study project for academic credit must submit, prior to registration, a proposed plan of study that includes the topic to be studied and the goal to be achieved, the methodology to be followed, schedule of supervision, end product, evaluation procedure and the number of credits sought. The proposal must be approved by the supervising faculty member, the program director and Dean of the Madden School. The proposal will be kept on file in the office of the Dean of the Madden School. The hours and credit are to be determined by the student and the program director.

MIS 415 (MIS 716/MKT 415). Business Intelligence (3).

This course provides an introduction to Business Intelligence, including the processes, methodologies, infrastructure, and current practices used to transform business data into useful information and support business decision-making. Business Intelligence requires foundation knowledge in data storage and retrieval, thus this course will review logical data models for both database management systems and data warehouses. Students will learn to extract and manipulate data from these systems and assess security-related issues. Data mining, visualization, and statistical analysis along with reporting options such as management dashboards and balanced scorecards will be covered. Technologies utilized in the course included SAP Business Warehouse, SAP Business Objects, Crystal Reports, and RapidMiner. Prerequisite: MIS 201 or permission of the instructor.

MIS 435 (BUS 435/ACT 435/FIN 435/MIS 535). Introduction to Government Systems (3).

This course focuses on introductory government systems concepts, processes and functions, utilizing the Federal Acquisition Regulations (FAR). Students will examine FAR regulations, processes and nomenclature, utilizing existing and proposed regulations and industry case

studies, and appropriate support technology. Guest speakers and field research provide students with access and information from industry and academia. Prerequisites: ACT 203, ACT 204.

MIS 445 (MKT 715/MIS 715/MKT 445). Mobile Applications and Business Strategies (3).

The course explores the important challenges and connect with their stakeholders. Students will learn the technical, managerial and marketing aspects of mobile applications. Technically, they will learn the development process and technical infrastructure of mobile applications. Managerially, students will learn how to develop business strategies to exploit mobile applications for the advancing and repositioning of organizations. For marketing, students will learn to market the newly developed mobile applications and at the same time to use mobile applications to market and promote the organizations and their products or services. Prerequisites: MIS 201 or permission of instructor.

MIS 450 (NSG 697/NSG 387/MIS 710). Health Information Systems (3).

This course provides students with the knowledge of the design, use, and evaluation issues of health informatics applications. The topics include: (1) health informatics as a discipline; (2) career options for health informatics; (3) major health applications and commercial vendors; (4) strategic information systems planning; and (5) new opportunities and emerging trends. Prerequisites: MIS 201 or permission of instructor.

MIS 455 (MIS 717). Managing the Technological Enterprise (3).

This course covers the requirements, management and performance of enterprises engaged in the use of technology. Requirements determination, analysis, design and cost management activities for technological enterprises are covered; a focus on the management of life cycle costs is emphasized. The management of third party organizations, outsourcing and project management activities are also covered. The legal, environmental and ethical issues associated with the management and performance of technological enterprises are important components of this course. Guest speakers and case studies from local, national and international technological enterprises, agencies and regulatory organizations are employed in this course. Prerequisites: MIS 201 or permission of instructor.

MIS 460 (CSC 460/MGT 460/MIS 711/NSG 611). Managing Systems Projects (3).

This course focuses on introductory project management processes, technology and tools, utilizing the Project Management Institute's (PMI) Project Management Body of Knowledge (PMBOK) and the Software Engineering Institute's (SEI's) Capability Maturity Model Integration (CMMI) processes and nomenclature. Students examine the processes and theory of project management as well as industry case studies, and will utilize project management software in support of their management activities. Guest speakers and field research provide students with access and information from industry and academia.

Students are engaged in a semester-long project. Initially, they are required to identify the project scope and team charter for their project; subsequent assignments require them to prepare a business case, work breakdown structure, cost estimate, and final project documentation for their project.

MIS 465. Electronic Business (3).

Electronic business offers exciting and innovative ways of doing business that can restructure corporations and enhance business performance. The objective of this course is to help students understand the essentials of electronic business and learn how to successfully develop an electronic business plan. The course focuses on the infrastructures of electronic business, including e-business technologies, strategies, capital, media and public policy. Students will explore electronic business design from the front and back end, taking a dynamic business environment into account. The front end focuses on customer relationship management, including market analysis, brand name building and interface issues. The back end focuses on business process reengineering and various capital management techniques. Issues in the business environment, including media and public policy, will be explored. Prerequisite: MIS 201 or permission of the instructor.

MIS 478 (FIN 478/MIS 712). Financial Telecomm & Cybersecurity (3).

This course provides an overview of the concepts and principles of telecommunications systems and networks, blending technical with managerial topics. Students will focus on the challenges inherent in securing financial telecommunications networks, particularly the challenges of insider threats. Students will local area networks, wide area networks, wireless networks, value-added networks, as well as other networks. Students will complete a series of network installation and test projects, and will analyze network design cases throughout the semester. Guest speakers from industry and case studies from on-going research will provide a real-world context for the topics discussed in class. Students may sit for network certification following completion of the course. Prerequisites: MIS 201, or permission of the instructor.

MIS 480 (CSC 480). Database Management Systems (3).

This course provides an overview of the concepts and principles of database management systems, blending technical with managerial topics. Students will study the principles of database structures, the database development process, entity-relationship and object-oriented database models, logical and physical database designs, SQL, as well as distributed and object-oriented databases. Students will also examine data warehouses, as well as the challenges of global electronic data management, electronic commerce and ethical issues associated with the increasing integration and complexity of large-scale data sets. Students will complete a database design project during the semester. Prerequisites: MIS 201 or permission of the instructor.

MIS 481-489. Special Topics in Information Systems (3).

Courses in this series offer an in-depth exploration of specific issues within information systems, as well as topics of current interest to instructors or students. Prerequisites: junior or senior standing or permission of instructor.

MIS 490. Information Systems Internship (1-6).

Participation in a real-world learning experience is provided in internship opportunities. The intern reports as required to a faculty member, and both student and faculty member assess the internship as it relates to the student's academic program and desired organizational experiences. Six hours of approved work experience is required to generate one credit. Prerequisite: permission of the program director.

MIS 499. Independent Study in Info Systems (Honors) (3).

This course is intended for honors students and is required for the honors degree in Information Systems. The student conducts an independent research project under the guidance of at least one faculty member in the program. The Honors Committee evaluates a written and oral presentation of the research project. This course may only be taken by permission of the program director.



Management and Leadership

Chair: Dennis O'Connor

Professor(s): Bernard A. Arogyaswamy

Professor(s) of Practice: Renee V. Downey, Norman Faiola, John Hunter

Associate Professor(s): Daniel L. Orne

The mission of the management and leadership major in business administration is to prepare young students for both the people and leadership challenges inherent in modern organizations. We believe that leadership is primarily an art, rather than a science, and involves the exercise of substantial judgment, creativity, and style. Educating leaders requires significant attention to both general principles and theories, and the development of the individual. This development includes building interpersonal and small group skills, gaining awareness of one's strengths, weaknesses and values, and becoming motivated to learn continuously from experience.

Each offering in the leadership major is designed to address the issues of leadership, ethics, system dynamics and cultural diversity as it focuses on its primary content area. Additionally, to build the behavioral competencies central to leadership, the courses in this major will employ a variety of engaging and interactive activities including case studies, role plays, simulations, group projects and presentations and

class discussions. In the Ignatian tradition, students will also learn to carefully reflect on these experiences. Students may choose any five of the approved electives. The list of BUS/MGT electives includes: BUS 400 International Business, MGT 310 Entrepreneurship I, MGT 311 Entrepreneurship II, MGT 312 Entrepreneurial Strategies: The Innovative Firm, MGT 450 Personal and Interpersonal Dimensions of Leadership, MGT 451 Group Skills and Team Leadership, MGT 452 Organizational Development, MGT 455 Leadership: Classic Perspective From Literature and Film, SOC 403 Group Dynamics, MGT 454 Effective Supervision, MGT 458 Effective Presentation.

Finally, it is our view that students' growth as leaders does not begin, nor does it end at Le Moyne College; the seeds were planted long ago and their maturity will occur decades after college. Our transitional role is to create a context where students can safely acquire the requisite theory, values, skills and sense of self that will sustain their specific leadership journeys.

Management and Leadership Major

Core Requirements	Hours
COR 100 First Year Seminar	3
WRT 101 Critical Writing	3
PHL 110 Introduction to Philosophy	3
HST 110 - HST 111 World Civilization	6
ENG 210 Major Authors	3
PHL 210 Moral Philosophy	3
Theology	3
EAC Encountering Another Culture/Language	6
ENG 310 Literature and Culture	3
Mathematics	3
Social Science	3
Natural Science	3
IDS Interdisciplinary Studies*	3
Religion	3
COR 400 Transformations	3
Visual & Performing Arts*	1
Diversity*	0

NOTE: Some Core requirements may be fulfilled by major requirements.

* See core section for more information. Because there have been substantial changes to the core curriculum, the above requirements may not apply to all students; for students who entered Le Moyne College prior to Fall 2013, be sure to consult with your advisor for appropriate course selection(s).

Major Requirements	Hours
BUS/MGT Electives from:	15
BUS 400 International Business	
MGT 310 Entrepreneurship I: What's the Idea?	

MGT 311 Entrepreneurship II: Idea to Startup	
MGT 312 Entrepreneurial Strtg:the Innovative Firm	
MGT 450 Per/Intp Leadership Dimensions	
MGT 451 Group Skills and Team Leadership	
MGT 452 Organizational Development	
MGT 454 Effective Supervision	
MGT 455 Leadership:classic Perspect Frm Lit/Film	
MGT 457 Managing Multicultural Connections	
MGT 458 Effective Presentation and Facilitation	
MGT 460 Managing Systems Project	
MTH 120 Mathematics for Business Majors	3

Electives	Hours
Electives	18
Management Core Requirements	Hours
STA 201 Statistics I	3
STA 202 Statistics II	3
ACT 203 Financial Accounting	3
ACT 204 Managerial Accounting	3
LAW 200 Legal Environment of Business	3
MIS 201 Intro Mgmt Info Systems	3
MKT 301 Principles of Marketing	3
ANL 301 Business Analytics	3
FIN 301 Managerial Finance	3
MGT 301 Intro to Organization & Mgmt	3
BUS 470 Business Policy	3
ECO 113 Principles of Microeconomics	3
ECO 114 Principles of Macroeconomics	3

Typical Program for Management and Leadership Major

First Semester	Hours	Second Semester	Hours
Freshman Year			
HST 110	3	PHL 110	3
STA 201	3	HST 111	3
WRT 101	3	MTH 120	3
COR 100	3	STA 202	3
BUS 150	3	Natural Science	3
Sophomore Year			
ACT 203	3	ACT 204	3
ENG 210	3	PHL 210	3
Theology	3	ANL 301	3
ECO 113	3	ECO 114	3
MGT 301	3	MIS 201	3
Junior Year			
ENG 310	3	BUS/MGT Elective	3
FIN 301	3	Elective	3
BUS/MGT Elective	3	CSC 151	3

LAW 200	3	MKT 301	3
IDS	3	EAC	3
Senior Year			
BUS/MGT Elective	3	BUS/MGT Elective	3
Liberal Arts Elective	3	Elective	3
Elective	3	Elective	3
BUS/MGT Elective	3	COR 400A	3
Religion	3	BUS 470	3

the innovative process. The role of entrepreneurship in American economic growth is probably more significant than it is in the case of any other country. It is a tradition worth fostering, and we would like to encourage students to act entrepreneurially and to acquire an innovative mindset.

The intent underlying the minor is to stimulate students to start their own new ventures by giving them the analytical, applied, conceptual, and reflective skills necessary to do. Combined with this practical intent, is a larger goal of fostering an entrepreneurial mindset, by dint of which students become opportunity-seekers, and problem-solvers, constantly looking for ways to deal with life's challenges.

Management and Leadership Dual Major

Management/leadership majors interested in pursuing a dual major in information systems need to complete the following courses: four BUS/MGT electives, MIS 455; and three MIS electives. (Recommended MIS electives: MIS 375, MIS 395, MIS 415, MIS 455, MIS 480).

Business Administration Minor

The division offers a minor in business administration for students who major in one of the liberal arts or sciences. Although the minor does not offer the breadth or depth that a major course of study provides, it introduces and acclimates students to the world of business.

Business Administration Minor

Students minoring in business administration are required to complete the following courses and their prerequisites for a letter grade.

<i>Minor Requirements</i>	<i>Hours</i>
ACT 203 Financial Accounting	3
MGT 301 Intro to Organization & Mgmt	3
MKT 301 Principles of Marketing	3
Two from the following:	3
ACT 204 Managerial Accounting	
ANL 301 Business Analytics	
FIN 201 Personal Finance	
FIN 301 Managerial Finance	
HRM 301 Human Resource Management	
LAW 200 Legal Environment of Business	
MIS 201 Intro Mgmt Info Systems	
STA 201 Statistics I	

* ANL 301 and FIN 301 have additional course prerequisites.

Entrepreneurship Minor

Innovation has been at the heart of economic growth and increased levels of prosperity for nearly three centuries. The entrepreneur has, through this extended period of ideational ferment and business expansion, (by seeking new opportunities, launching new, perhaps risky ventures, and mapping out new domains) been central to

Entrepreneurship Minor

<i>Minor Requirements</i>	<i>Hours</i>
MGT 310 Entrepreneurship I: What's the Idea?	3
MGT 311 Entrepreneurship II: Idea to Startup	3
MGT 312 Entrepreneurial Strategy: the Innovative Firm	3
MGT 301 Intro to Organization & Mgmt	3
MKT 301 Principles of Marketing	3
Choose one from among the following courses:	3
MKT 401 Marketing Research	
ANL 410 Supply Chain Analysis	
MIS 455 Managing the Technological Enterprise	
ESS 121 Global Resources	

Courses

BUS 150. Globalization in World of Differences (3).

The course provides an overview of the process underlying globalization, its impact on different nations, and the role technology, national policies, and corporate strategies play in a world of increasing interdependencies and coverage. Local customs and identities, however, continue to thrive. These are studied with special attention paid to certain regions, thus grappling with the paradox of simultaneous globalization and localization. Case studies, role-plays and guest speakers help cast light on the breathtaking diversity in the "global village". Fulfills Core requirement(s): DIV (Diversity) and CE (Cultural Elective).

BUS 399. Independent Study (1-3).

A student who wishes to pursue an independent study project for academic credit must submit, prior to registration, a proposed plan of study that includes the topic to be studied and the goal to be achieved, the methodology to be followed, schedule of supervision, end product, evaluation procedure and the number of credits sought. The proposal must be approved by the supervising faculty member, the department chair and the dean of management. It will be kept on file in the office of the dean of management. Ten hours work per week for each credit. Hours and credit to be determined by the student and department chair.

BUS 400 (PGS 400). International Business (3).

The purpose of this course is to provide students with a foundation of the basic concepts and tools for the conduct of international business. Consideration is given to the managerial and operational opportunities and problems of the company operating internationally. Emphasis is on behavioral aspects and environmental factors influencing and affecting the use of international business strategies, the development of an international orientation. The role of international business as a contributor to the company's overall business objective achievement is stressed.

Prerequisite: senior standing in business or permission of the instructor.

BUS 430 (ACT 430/ACT 530/BUS 530). Government Contract Accounting (3).

Basic cost accounting concepts and the cost accumulation process are presented. This course provides guidance on accounting for, recovering and monitoring costs at each step of government contract performance, from bidding to closeout. An understanding of the Federal Acquisition Regulation (FAR), the Truth in Negotiations Act (TINA), the treatment of unallowable costs and the Defense Contract Audit Agency (DCAA) auditing standards will be provided. Current topics on special and emerging issues, including new TINA and FAR requirements; rules applicable to nonprofit associations, universities, hospitals, and state and local governments; incurred cost-electric (ICE); cost accounting issues in privatization projects and commercial item acquisitions; and the impact of procurement reform and streamlining will also be covered. Prerequisite: Intro Accounting.

BUS 435 (ACT 435/FIN 435/MIS 435/MIS 535). Introduction to Government Systems (3).

This course focuses on introductory government systems concepts, processes and functions, utilizing the Federal Acquisition Regulations (FAR). Students will examine FAR regulations, processes and nomenclature, utilizing existing and proposed regulations and industry case studies, and appropriate support technology. Guest speakers and field research provide students with access and information from industry and academia. Prerequisites: ACT 203, ACT 204.

BUS 436 (ACT 436/LAW 436/ACT 536/BUS 536/LAW 536). Introduction to Government Contracting Law, Compliance, Ethics (3).

This course provides an introduction to the legal and regulatory framework for doing business with the federal government. The course of study will center on the requirements of the Federal Acquisition Regulations, and will include a study of several related statutes, as well as the regulatory compliance and business ethics requirements of doing business with the federal government. Guest speakers and case studies provide students with access and information from industry and academia. Prerequisites: ACT 201 or ACT 203 or LAW 200 or permission of the instructor.

BUS 437 (ACT 437/LAW 437/ACT 537/BUS 537/LAW 537). Capstone Course: Cases in

Government Contracting Law, Compliance, and Ethics (3).

This course is the capstone course in the Government Systems Contracting certificate at Le Moyne. It requires the student to synthesize knowledge about the legal and regulatory framework for doing business with the federal government through a series of case studies of law, compliance and ethics. Course material focuses on cases derived from requirements of the Federal Acquisition Regulations, and related statutes. Guest speakers from industry and government will discuss regulatory compliance and business ethics requirements topics with students during class. Prerequisites: BUS 436, ACT 436, LAW 436 or permission of instructor.

BUS 470. Business Policy (3).

This is a capstone course and studies the management planning functions, integrating principles and operating philosophies; strategy formulation and implementation. The case study method is used, and a computerized management game is introduced. Prerequisite: senior business or accounting majors only.

BUS 481-489. Special Topics in Business (3).

Courses in this series offer an in-depth exploration of specific issues within the various subfields of business—management, finance, marketing, law and general business—as well as topics of current interest to instructor or students. Prerequisites: junior or senior standing or permission of the instructor.

BUS 490. Business Internship (1-12).

Participation in a real-world learning experience. The intern reports as required to a faculty member and evaluates the experience and relates it to his or her academic program. Forty-two hours of approved work experience is required to generate one credit. Prerequisite: permission of the department chair.

BUS 499. Independent Study (Honors) (3).

This course is intended for honors students and is required for the honors degree in business administration. The student conducts an independent research project under the guidance of one member of the faculty in the department. A written and oral presentation of the research project is evaluated by the Honors Committee. This course may be taken only by permission of the department.

MGT 301. Intro to Organization & Mgmt (3).

An introductory study of the individual, group and organizational determinants of behavior in organizations. Topics include motivation, individual differences, group dynamics, organizational design and structure, leadership, power and influence, and managing conflict and change. Cases and experiential exercises will be key vehicles for the students to apply the concepts and to discover which ones will be personally valid and useful.

MGT 310. Entrepreneurship I: What's the Idea? (3).

Students generate ideas for new business/social startups, and select the most viable ones for further works in teams. Practical business models involving details of product/service, customer segments, value proposition, revenue basis, and so on, are developed. Entrepreneurship is presented as a lifelong guide to thought-process and behavior.

MGT 311. Entrepreneurship II: Idea to Startup (3).

Creating an organization based on an invention or improved product or service, with a specific market in mind, is an action and process, which, though rooted in uncertainty, is vital to the health of an economy like that of the United States. This course views entrepreneurship as praxis, which involves careful thought in framing and refining the idea, developing a viable business model, and planning for product/service introduction. Among the other topics covered are projections of demand, operational details, market strategies, identifying salient external environmental factors (e.g. social/demographic, regulatory, etc.), forming a team and selecting the appropriate form of organization. Access to local community resources will be sought wherever feasible. Prerequisites; MGT 310 or permission of instructor.

MGT 312. Entrepreneurial Strategy: the Innovative Firm (3).

The purpose of this course is to study how to manage early-stage companies and innovation based firms. Various types of innovation, such as Product, Process, Managerial, Business Model, and Technological innovation (and the appropriate timing for each) are analyzed. The formation of forward looking teams, the development of a flexible structure, and fostering a creative culture are brought into focus. Agility of response while maintaining stability in ongoing operations is emphasized. This course seeks to provide an effective framework for use by innovative managers in early stage organizations or in mature firms that are seeking to be innovative.

MGT 450. Personal/Interpersonal Leadership Dimensions (3).

An advanced course aimed at the in-depth analysis of small group behavior and interpersonal relationships as they occur in organizations. Experiential exercises, cases and group work will help in building the skills to effectively deal with the dynamics of small groups and work relationships. Prerequisite: MGT 301. Not open to students who have taken IRL 360.

MGT 451. Group Skills and Team Leadership (3).

Students will integrate sociological and social psychological theory and research with experimental learning on the dynamics of groups and the behavior of individuals in those groups. The focus is on how individuals can facilitate interpersonal communication to enhance their own effectiveness and that of the group. The goal is to create a learning laboratory where students become participants in learning how to make a group work. Prerequisite: MGT 301 or permission of instructor.

MGT 452. Organizational Development (3).

This course explores the goals, values and processes of bringing about change for the individual, the group and the large system. Students will explore the meaning of change for themselves, as well as study a range of techniques such as action research, team building and appreciative inquiry. Small groups also will design and conduct a change project in order to better grasp the complexities of personal and organizational development. Prerequisite: MGT 301

MGT 454 (HRM 454). Effective Supervision (3).

Effective Supervision is a practical course in how to lead others in organizations. From delegation and performance measurement to correcting unwanted behaviors, you will learn how to address workplace issues with efficiency and effectiveness. Course topics include interpersonal communications, motivation, delegation and negotiating conflict. The class is highly experiential, and will provide useful tools for your first supervisory experience. Prerequisite: MGT 301.

MGT 455. Leadership: classic Perspective From Lit/Film (3).

Our greatest texts and films have much to teach us about the theory and practice of managerial leadership. In this course, an understanding of managerial leadership is developed by comparing, contrasting and ultimately connecting the leadership themes in classic pieces of literature and film with the themes facing leaders in contemporary business organizations. Prerequisite: MGT 301.

MGT 457 (HRM 457). Managing Multicultural Connections (3).

This course will explore the Human Resources implications of culture and multicultural communication from the conceptual, practical and human resources perspective. Students will inquire into their own culture and values, explore case studies, and engage in rich discussions with a number of speakers who have experience doing business outside our borders. Prerequisite: MGT 301.

MGT 458. Effective Presentation and Facilitation (3).

This class will offer the skills to develop, design and deliver presentations using a model of competency assuring the diverse skills necessary for success. The second part of the class will explain the model and explore facilitation skills, offering tools and tactics to facilitate a positive group process to achieve desired results. The class will also cover presentation media, handling challenging participants and in depth audience analysis. The course will be rich with examples, and opportunities to present to a supportive and critical audience. Prerequisite: Senior standing or permission of instructor.

MGT 460 (MIS 460/CSC 460/MIS 711/NSG 611). Managing Systems Project (3).

This course focuses on introductory project management processes, technology and tools, utilizing the Project Management Institute's (PMI) Project Management Body of Knowledge (PMBOK) and the Software Engineering Institute's (SEI's) Capability Maturity Model

Integration (CMMI) processes and nomenclature. Students examine the processes and theory of project management as well as industry case studies, and will utilize project management software in support of their management activities. Guest speakers and field research provide students with access and information from industry and academia. Students are engaged in a semester-long project. Initially, they are required to identify the project scope and team charter for their project; subsequent assignments require them to prepare a business case, work breakdown structure, cost estimate, and final project documentation for their project. Students document their projects as described above, and present the results of their analysis and management activities to their peers and the Project Management Advisory Board.

MGT 481-489. Special Topics in Management and Leadership (3).

Courses in this series offer an in-depth exploration of specific issues with the field of management and leadership, as well as topics of current interest to instructors and students. Prerequisites: junior or senior standing or permission of the instructor.



Marketing

Professor(s): Wally Elmer, Dennis DePerro

Assistant Professor(s): Daniel J. Arno

Visiting Assistant Professor(s): Magdoleen T. Ierlan, Dipankar Rai

Marketing is a vital link between the organization and the consumer. Every company must serve customer needs and create customer satisfaction to succeed. Rapidly changing business landscapes create new challenges for companies, whether they are giant multinational firms or small boutiques, profit-oriented or not-for-profit. Marketing strategies provide the tools by which firms identify and analyze customers' needs and then communicate to these customers about how the company can meet these needs.

The marketing major is centered on two required capstone courses beyond the introductory course: MKT 401 Marketing Research and MKT 402 Marketing Management. Students in these two courses work on a year long marketing research project for a local organization. During this period, students will meet with a representative(s) of the firm to first help identify the information that will enable the organization to more effectively make strategic decisions. The students will develop a questionnaire to address the identified information needs and then collect and analyze the data. Finally, the students will make a presentation to the organization and present their findings and recommendations. This year-long project has been well-received by the business community and is an excellent "hands-on" experience for

the students.

Beyond the two required courses, a marketing major student must select three more electives. Possible offerings include MKT 310 Advertising, MKT 320 Transportation and Distribution Management, MKT 405 Sports Marketing, MKT 425 Industrial Marketing, Green Marketing and MKT 430 Consumer Behavior. Internships are strongly encouraged as they provide excellent real-world experience and also help enhance the student's resume.

Marketing major graduates will be prepared for broad and promising career options, which might include advertising and promotion management, business-to-business marketing, consumer marketing management, marketing research, new product development, retailing and wholesaling, sales management, sports marketing or transportation and logistics.

Marketing Major

Marketing Major

Students majoring in marketing are required to enroll in the following courses:

Core Requirements	Hours
COR 100 First Year Seminar	3
WRT 101 Critical Writing	3
PHL 110 Introduction to Philosophy	3
HST 110 - HST 111 World Civilization	6
ENG 210 Major Authors	3
PHL 210 Moral Philosophy	3
Theology	3
EAC Encountering Another Culture/Language	6
ENG 310 Literature and Culture	3
Mathematics	3
Social Science	3
Natural Science	3
IDS Interdisciplinary Studies*	3
Religion	3
COR 400 Transformations	3
Visual & Performing Arts*	1
Diversity*	0

NOTE: Some Core requirements may be fulfilled by major requirements.

** See core section for more information. Because there have been substantial changes to the core curriculum, the above requirements may not apply to all students; for students who entered Le Moyne College prior to Fall 2013, be sure to consult with your advisor for appropriate course selection(s).*

Major Requirements	Hours
MKT 401 Marketing Research	3
MKT 402 Marketing Management	3
MKT Electives	9

Electives	Hours
Liberal Arts Electives	6
Electives	12
Management Core Requirements	Hours
STA 201 Statistics I	3
STA 202 Statistics II	3
ACT 203 Financial Accounting	3
ACT 204 Managerial Accounting	3
LAW 200 Legal Environment of Business	3
MIS 201 Intro Mgmt Info Systems	3
MKT 301 Principles of Marketing	3
ANL 301 Business Analytics	3
FIN 301 Managerial Finance	3
MGT 301 Intro to Organization & Mgmt	3
BUS 470 Business Policy	3
ECO 113 Principles of Microeconomics	3
ECO 114 Principles of Macroeconomics	3

Dual Major in Marketing and Business Analytics

Marketing majors interested in pursuing a dual major in business analytics need to complete the following courses: MKT 401, MKT 402, two additional MKT electives (one of which will count as a business analytics elective) and ANL 400, ANL 420, ANL 430 and ANL 410 (which will also count as a marketing elective).

Dual Major in Marketing and Information Systems

Marketing majors interested in pursuing a dual major in information systems need to complete the following courses: MKT 401, MKT 402, two marketing electives; MIS 375, MIS 480 and two MIS electives. (Recommended MIS electives: MIS 335, MIS 395, MIS 415, MIS 455, MIS 465).

Marketing Minor

Students from any major interested in pursuing a minor in marketing need to complete the following courses:

Typical Program for Marketing Major

First Semester	Hours	Second Semester	Hours
Freshman Year			
HST 110	3	PHL 110	3
STA 201	3	HST 111	3
WRT 101	3	Mathematics	3
COR 100	3	STA 202	3
BUS 150	3	Natural Science	3
Sophomore Year			
ACT 203	3	ACT 204	3
ENG 210	3	PHL 210	3
Theology	3	ANL 301	3
ECO 113	3	ECO 114	3
MKT 301	3	MIS 201	3
Junior Year			
ENG 310	3	MKT Elective	3
FIN 301	3	EAC	3
MKT Elective	3	Liberal Arts Elective	3
LAW 200	3	MGT 301	3
IDS	3	Elective	3
Senior Year			
MKT 401	3	MKT 402	3
Liberal Arts Elective	3	Elective	3
Elective	3	Elective	3
MKT Elective	3	COR 400A	3
Religion	3	BUS 470	3

Marketing Minor

Minor Requirements	Hours
MKT 301 Principles of Marketing	3
MKT 401 Marketing Research	3
MKT 402 Marketing Management	3
Two courses from the following:	6
MKT 310 Advertising	
MKT 320 Transportation	
MKT 405 Sports Marketing	
MKT 406 Nonprofit Marketing	
MKT 425 Industrial Marketing	
MKT 430 Consumer Behavior	
MKT 435 Green Marketing	

Sports Marketing Minor

Students from any major interested in pursuing a minor in sports marketing need to complete the following courses: MKT 301, MKT 405, ECO 350, MKT 440 and an internship in a sports related field.

Courses

LAW 200 (LGS 250). Legal Environment of Business (3).

This course provides an introduction to the various ways in which laws and the legal system affect the conduct of business. Students will be encouraged to use their understanding of law and the legal system as a

tool in ethical business decision making. Some reference to the impact of law in the international sphere will be included.

LAW 300 (LGS 300). Law: Bus & Fin Organizations (3).

The law governing business organizations is introduced by a study of the rules governing a complex business organization, the bank collection system and the instruments it handles. The legal environment of all business organizations is studied with an emphasis on the creation, operation and liability of the business organization through a study of agency, partnership and corporations along with securities and anti-trust law. A brief study of bankruptcy will address some of the legal problems created by the failure of a business. Prerequisite: LAW 200 or permission of the instructor.

LAW 310 (LGS 310). Business Law for Accountants (3).

A continuation of LAW 200. This course will focus on the law of business organizations including partnerships, corporations, employer-employee relationships, principal-agency relationships and topics closely related to business organizations. Such topics will include commercial transactions, bankruptcy and suretyship. An emphasis will be placed on the role of the accountant with respect to all topics. Prerequisite: LAW 200.

LAW 320 (LGS 320). Topics Law & Public Policy I (3).

Courses in this series offer an in-depth exploration of specific topics within the various fields of business law as well as topics of current interest to the instructor or students. Prerequisite: LAW 200 or permission of the instructor.

LAW 320-329. Topics in Law and Public Policy (3).

Courses in this series offer an in-depth exploration of specific topics within the various fields of business law as well as topics of current interest to the instructor or students. Prerequisite: LAW 200 or permission of the instructor.

LAW 330 (LGS 330). Consumer Law (3).

This course investigates the legal techniques-judicial, legislative and administrative-for controlling marketing and credit practices. Advertising, abusive sales practices such as bait and switch, the extension of credit, repossession and debt collection are among topics examined. Prerequisite: LAW 200.

LAW 436 (ACT 436/BUS 436/ACT 536/BUS 536/LAW 536). Introduction to Government Contracting Law, Compliance, Ethics (3).

This course provides an introduction to the legal and regulatory framework for doing business with the federal government. The course of study will center on the requirements of the Federal Acquisition Regulations, and will include a study of several related statutes,

as well as the regulatory compliance and business ethics requirements of doing business with the federal government. Guest speakers and case studies provide students with access and information from industry and academia. Prerequisites: ACT 201 or ACT 203 or LAW 200 or permission of the instructor.

LAW 437 (ACT 437/BUS 437/ACT 537/BUS 537/LAW 537). Capstone Course: Cases in Government Contracting Law, Compliance and Ethics (3).

This course is the capstone course in the Government Systems Contracting certificate at Le Moyne. It requires the student to synthesize knowledge about the legal and regulatory framework for doing business with the federal government through a series of case studies of law, compliance and ethics. Course material focuses on cases derived from requirements of the Federal Acquisition Regulations, and related statutes. Guest speakers from industry and government will discuss regulatory compliance and business ethics requirements topics with students during class. Prerequisites: BUS 436, ACT 436, LAW 436 or permission of instructor.

MKT 301. Principles of Marketing (3).

An introductory study of the basic principles and problems of marketing. Its relationship to the consumer as well as its role in the operation of profit and non-profit seeking organizations. Emphasis is on an integration of the marketing "mix": product, price, place, promotion as the logical approach to the marketplace.

MKT 310. Advertising (3).

A basic course dealing with the function, theory and principles of advertising. Covers the significance of advertising, its relation to marketing, advertising research, the consumer and the application of the planning and preparation of an advertising campaign. Prerequisite: MKT 301.

MKT 320. Transportation (3).

This course is a study of domestic transportation in the United States and the role of transportation in physical distribution systems. The course deals with rates, regulations, national transportation policy, carrier operations, transport in the area of physical distribution and current issues in the field. Prerequisites: marketing concentration major; MKT 301.

MKT 335 (MIS 335/MIS 635). Client Side Web Application Development (3).

As more and more businesses and individuals turn to the Web for sharing information and conducting commercial activities, a quality web site can provide competitive advantage and invite users for repetitive visits. The key to a quality and successful web site lies in both the content and usability of the site. To increase understanding of web usability, this course will engage students in an exploration of fundamental concepts in web design and development processes with hands-on exercises. This course explores the factors influencing web site usability throughout the design process, including requirements analysis, conceptual design, mockups and prototypes, production, and

web site evaluation. Students will also learn to use client-side scripting techniques to enhance web usability.

MKT 401. Marketing Research (3).

An investigation of the information requirements of marketing managers in the management of marketing activities. Topics include design of the research, methods of data collection and analysis, as well as interpretation of the data and its limitations. Actual research is conducted by the student. Prerequisites: marketing concentration major; MKT 301 and STA 201.

MKT 402. Marketing Management (3).

This course involves the practical application of the theories and concepts discussed in the other marketing offerings. Actual case studies are used so the student may investigate the process of planning, organizing, directing and controlling the marketing function in the modern organization. Prerequisites: marketing concentration major; MKT 401

MKT 405. Sports Marketing (3).

This course examines the field of sports marketing. A strategic marketing perspective is utilized in an examination of sports products and their pricing, promotion and distribution. Both sports participants and spectators are examined in their roles as consumers. Prerequisite or corequisite: MKT 301.

MKT 406. Nonprofit Marketing (3).

This course explores the role of marketing strategy used by nonprofit organizations. While the number of non-profits continues to grow, many face significant declines in traditional sources of revenue, dramatic changes in their customer mix, and bold new competition. Many non-profits need help in rethinking where they are going and what broad strategies they should be using to get there. Marketing strategy is quickly becoming the most critical discipline needed by nonprofit organizations. Prerequisite: MKT 301

MKT 415 (MIS 415/MIS 716). Business Intelligence (3).

This course provides an introduction to Business Intelligence, including the processes, methodologies, infrastructure, and current practices used to transform business data into useful information and support business decision-making. Business Intelligence requires foundation knowledge in data storage and retrieval, thus this course will review logical data models for both database management systems and data warehouses. Students will learn to extract and manipulate data from these systems and assess security-related issues. Data mining, visualization, and statistical analysis along with reporting options such as management dashboards and balanced scorecards will be covered. Technologies utilized in the course included SAP Business Warehouse, SAP Business Objects, Crystal Reports, and RapidMiner. Prerequisite: MIS 201 or permission of the instructor.

MKT 425. Industrial Marketing (3).

This course analyzes the strategic and operational decisions faced by industrial marketing managers. Emphasis is on the marketing management implications of market segmentation strategies, market planning, innovation/new product development, overall marketing strategy formulation and the substrategies of product, price, promotion and physical distribution. Prerequisites: marketing concentration major; MKT 301.

MKT 430. Consumer Behavior (3).

The study of consumer behavior variables and their impact on marketing. Includes consumer behavior models, motivation, perception, attitudes, the influences of family, society and culture. Prerequisite: MKT 301.

MKT 435. Green Marketing (3).

This course explores the core principles necessary to create competitive advantages in the marketplace by implementing innovative green marketing strategies. As business becomes more aware of the need to be sustainable, marketers need to help companies with this effort. Today's marketing professional needs to do more than sell products, they need to be part of the cultural shift and move toward a more sustainable marketing practice. Topics include green marketing core principles, corporate responsibility, green sales strategies, green marketing matrix, sustainable business alliances, green marketing vs. market share, green marketing creative writing and how to create a green marketing strategy plan. Students should leave the course with a comprehensive understanding of the core principles of green marketing and how to integrate sustainable strategies into marketing practices that will improve a brand's bottom line. Prerequisites: MKT 301

MKT 440. Sports Consortium (3).

This course brings in professionals from the sports industry to share their experiences with the students. Students will be introduced to many facets of the sports industry. Professionals from sports marketing, sports management, facilities management, sports information, sports law, sponsorship, sports operations, sports events coordination, and sporting goods will introduce students to their respective fields. The objective of this course is to engage students in a meaningful manner with alumni in fields of interest to them.

MKT 445 (MKT 715/MIS 715/MIS 445). Mobile Applications & Business Stratgs (3).

The course explores the important challenges and needs of today's organizations to go mobile to connect with their stakeholders. Students will learn the technical, managerial and marketing aspects of mobile applications. Technically, they will learn the development process and technical infrastructure of mobile applications. Managerially, students will learn how to develop business strategies to exploit mobile applications for the advancing and repositioning of organizations. For marketing, students will learn to market the newly developed mobile applications and at the same time to use mobile applications to market and promote the organizations and their products or services.

MKT 481-489. Special Topics in Marketing (3).

Courses in this series offer an in-depth exploration of specific issues within the field of marketing, as well as topics of current interest to instructors and students. Prerequisites: junior or senior standing or permission of the instructor.



Master of Business Administration

The Le Moyne College Master of Business Administration (MBA) program is distinctive because of its emphasis on developing decision-making managers for an increasingly complex world, who combine the art and science of leadership in a global perspective. Today's manager must be able to analyze everything from balance sheets to socio-cultural diversity. But analysis is hardly enough. Today's manager must be able to coach, teach, negotiate and communicate. He or she must think through a plan of action, then implement it. Le Moyne's Jesuit tradition stresses ethical and value analysis as well as oral and written communication.

The MBA program is self-sufficient in the sense that all of the academic coursework needed is contained in the program. Applicants with little or no prior background in business, without a business or accounting undergraduate degree, or whose skills need updating, will find course work available to meet their needs.

Small classes, meeting once a week in the evening and occasional Saturday offerings, encourage close working relationships among faculty, students and staff. All faculty are doctorally qualified and publish research or consult in their respective fields. As a result, students will participate in state-of-the-art discussions, addressing the management issues of the next decade.

Admission Criteria

Applications for matriculation are reviewed by the MBA Graduate Admission Committee and evaluated for an applicant's intellectual abilities, needs, leadership qualities and ability to complete the program.

Applicants will be assessed according to the following criteria:

A baccalaureate degree from an accredited institution of higher learning. Transcripts should demonstrate the attainment of an overall G.P.A. of 3.0 (on a 4.0 scale). Those who do not meet this particular requirement may be admitted on a non-matriculated basis in foundation courses. Two courses may be taken on this basis in consultation with the MBA director.

Relevant work experience as well as examples of professional achievement or other information that might be used to assess personal qualities and ability to complete the program.

Recommendations attesting to the applicant's intellectual ability, leadership potential and ability to complete the program.

An acceptable undergraduate GPA and a Graduate Management Admission Test (GMAT) score (or Graduate Record Examination (GRE) score converted to a predicted GMAT score) determined by using the following formula: GPA multiplied by 200 plus GMAT score must equal 1050 or greater. GMAT and GRE scores must be taken within the last 5 years.

The GMAT/GRE requirement will be waived for applicants who:

- Hold a terminal degree such as a JD, MD, DO, PhD, EdD, PharmD or DDS
- Hold a graduate degree (master's-level) and/or professional certification (i.e. CPA, CFA, CMA CIA or CFP) and a minimum 3.25 cumulative GPA.
- Achieved a satisfactory score on a graduate entrance exam other than the GMAT or GRE (such as the MCAT or LSAT) within the last five years.

Application Requirements

- Completed application
- Official GMAT or GRE scores
- Official transcripts from all undergraduate and graduate institutions attended
- Two letters of recommendation from professionals or academic advisors who can attest to your ability to be successful in a graduate program
- Professional résumé
- Advising appointment with the MBA program director

Academic Awards

The following award is presented to graduate students at the Honors Convocation: The Michael D. Madden Graduate Award for Excellence in Strategic Management. It is awarded to a graduate student team for the most outstanding project in strategic management.

Academic Criteria

Each student must complete a minimum of 30 of the 51 credits in the Le Moyne MBA Program, as approved by the MBA director. All students must take BUS 750 Strategic Management, the capstone course. Successful completion of the Le Moyne MBA program requires a minimum cumulative G.P.A. of 3.0 and a minimum residency of 30 credit hours.

Transfer Credit/Waiver Policy

Waivers of courses or the acceptance of transfer credit will be consid-

ered based on the following:

Waivers of foundation courses could be granted to those who have completed the equivalent academic requirements in their undergraduate program. Typically, two undergraduate courses, in the appropriate area and at the appropriate level, completed in recent years with a grade of B or better, could be used to waive an MBA foundation course. Because of the highly diverse nature of undergraduate education, all waivers will be considered by the MBA director on a case-by-case basis.

For most courses, equivalent content level graduate courses from AACSB accredited institutions with a grade of B or better may be accepted as transfer credit. Transfer courses must be approved by the MBA director. Transfer credits are not included in the quality point index.

Term Limit for Completion

When an MBA candidate becomes matriculated, he/she has a total of six years to complete program requirements. If, however, an MBA candidate is within three courses of completing the degree by the end of the six-year period, he/she may petition the MBA director to request an extension not to exceed one calendar year or three consecutive semesters.

Probation and Termination

Matriculated MBA students with a cumulative G.P.A. of less than 3.0 are immediately placed on academic probation. The student will be notified and must meet with the director before continuing with further study. Until the student meets with the director, a hold will be placed on his or her registration. The director, in consultation with the student, will specify a time and course schedule after which the student is expected to have raised his or her cumulative G.P.A. to the required 3.0 level. If the student does not meet the requirement by the specified time schedule, he or she will not be allowed to continue with the MBA program.

Withdrawal or Leave of Absence

MBA students who anticipate not being able to attend the MBA Program during two consecutive semesters should request a formal leave of absence in writing from the director in order to maintain matriculated status. Forms are located in the forms library link on the MBA website.

The Le Moyne MBA program consists of four levels:

Master of Business Administration

Foundation Level

Five courses encompassing the elements of initial knowledge and skills required in management.

Other Requirements	Hours
ACT 501 Intro Fin & Managerial Act	3
BUS 501 Business Communications	3
ECO 501 Economics for Managers	3
MIS 501 Management Information Systems	3
STA 501 Quantitative Decision Making	3

Core Level

Nine courses which explore each of the functional areas of business separately. Each course includes values and communications in a global management environment.

Other Requirements	Hours
ANL 601 Supply Chain Management	3
BUS 601 Business Ethics	3
BUS 602 Business Law	3
BUS 603 International Business	3
FIN 601 Financial Management	3
HRM 601 Human Resource Management	3
MGT 601 Org Dynamics: Leadership	3
MKT 601 Marketing Management	3
MIS 601 Information Strategy and Management	3

Elective Level

Two courses from the following, intended to provide in-depth understanding of functional and interdependent areas of management (partial listing).

Other Requirements	Hours
ACT 701 Federal Income Taxation	3
BUS 790-798 Special Topics in Management	3
BUS 795 Internship	1-6
BUS 799 Independent Study	1-6
FIN 701 Investment Management	3
HRM 707 Staffing	3
HRM 708 Compensation	3
MGT 703 Leadership and Culture	3
MGT 704 The Business Venture	3
MGT 705 International Business Leadership	3
MGT 706 Leadershp,Managemt&Humanities	3
MGT 708 Lessons in Leadership	3
MGT 710 Group Dynam & Interpersnl Cmm	3
MGT 711 Leading Organizational Change	3
MGT 712 Career Self-Assessment	3
MIS 701 Database Management Systems	3
MIS 703 Systems Analysis and Design	3
MIS 704 Comm,Networks,Teleconferencing	3

MIS 706 Electronic Commerce	3
MIS 711 Managing Systems Project	3
MIS 712 Financial Telecommunications and Cybersecurity	3
MIS 535 Introduction to Government Systems	3
MKT 715 Mobile Applications & Business Stratgs	3
MIS 716 Business Intelligence	3
MIS 717 Managing the Technological Enterprise	3
MIS 785 Developing Decision Support Applications With Visual Basic	3
MIS 790 Specl Topics in Mgmt Info Syst	3
MIS 796 Information Systems Internship	1-6
MIS 799 Master's Thesis Research Project	1-6

Capstone Level

One management course that integrates various aspects of managerial decision-making, values analysis, quality corporate culture, leadership and global management: BUS 750 Strategic Management.

Courses

ACT 501. Intro Fin & Managerial Act (3).

An examination of objectives, concepts and principles of financial statements prepared for users external and internal to the business organization. Topics include financial statement analysis, measurement of income and capital, accounting for fixed assets, measuring and accounting for corporate debt and other selected financial reporting issues, planning and control of operations.

ACT 530 (ACT 430/BUS 430/BUS 530). Government Contract Accounting (3).

Basic cost accounting concepts and the cost accumulation process are presented. This course provides guidance on accounting for, recovering and monitoring costs at each step of government contract performance, from bidding to closeout. An understanding of the Federal Acquisition Regulation (FAR), the Truth in Negotiations Act (TINA), the treatment of unallowable costs and the Defense Contract Audit Agency (DCAA) auditing standards will be provided. Current topics on special and emerging issues, including new TINA and FAR requirements; rules applicable to nonprofit associations, universities, hospitals, and state and local governments; incurred cost-electric (ICE); cost accounting issues in privatization projects and commercial item acquisitions; and the impact of procurement reform and streamlining will also be covered. Prerequisite: Intro Accounting.

ACT 536 (ACT 436/BUS 436/LAW 436/BUS 536/LAW 536). Introduction to Government Contracting Law, Compliance, Ethics (3).

This course provides an introduction to the legal and regulatory framework for doing business with the federal government. The course of study will center on the requirements of the Federal Acquisition

Regulations, and will include a study of several related statutes, as well as the regulatory compliance and business ethics requirements of doing business with the federal government. Guest speakers and case studies provide students with access and information from industry and academia. Prerequisites: ACT 201 or ACT 203 or LAW 200 or permission of the instructor.

ACT 537 (ACT 437/BUS 437/LAW 437/BUS 537/LAW 537). Capstone Course: Cases in Government Contracting Law, Compliance, and Ethics (3).

This course is the capstone course in the Government Systems Contracting certificate at Le Moyne. It requires the student to synthesize knowledge about the legal and regulatory framework for doing business with the federal government through a series of case studies of law, compliance and ethics. Course material focuses on cases derived from requirements of the Federal Acquisition Regulations, and related statutes. Guest speakers from industry and government will discuss regulatory compliance and business ethics requirements topics with students during class. Prerequisites: BUS 536, ACT 536, LAW 536 or permission of instructor.

ACT 550 (MIS 350/ACT 350/MIS 550). Accounting Information Systems (3).

This course will examine the design, control and operation of accounting information systems with a strong emphasis on integration. The course will present a thorough introduction to basic information systems theory, provide a working knowledge of systems analysis and design techniques, databases and enterprise systems. Understanding and appreciation of accounting information systems is critical to successfully managing, auditing and developing systems to support today's evolving business environment. This course offers a focused look at accounting information systems as part of enterprise resource planning systems, with a focus on SAP and other comparable enterprise systems to demonstrate concepts. Prerequisite: MIS 201, MIS 501 or permission of the instructor.

ACT 701. Federal Income Taxation (3).

An analysis of the federal income tax laws relating to individuals. Income, deductions, credits and special tax computations are studied as they relate to individuals. Income tax returns are prepared with an introduction to tax research methods.

ACT 702. Taxes & Business Strategy (3).

This course applies principals of corporate tax law, corporate finance and microeconomics to examin the contests giving rise to tax-planning opportunities which arise in the broader setting of corporate decision making. With an emphasis on economic consequences and explicit and implicit trade-offs between various alternative contracting arrangements, rather than on the minutia of corporate tax law, the primary course focus is on how taxes affect asset prices, equilibrium returns and firm structure both financially and operationally. Topics include basic fundamentals of corporate income taxation and strategy,

optimal organizational forms, compensation and retirement planning, multinational tax planning and investing considerations, along with an introduction to corporate formation, mergers and acquisitions.

ACT 704. Strategic Cost Management (3).

This course concerns using accounting information for strategic, tactical and operating decisions. It extends the perspective of cost management/analysis from a primary focus on tactical short-run concerns to an emphasis on strategic long-run issues. The linkage between cost management/analysis and strategy is made possible by utilizing three powerful strategic management tools: value chain analysis, strategic positioning analysis, and cost driver analysis. The purpose of Strategic Cost Management (SCM) is to support decision-makers as they develop, communicate, implement, evaluate and modify organizational strategy. This course is designed for MBA students who have completed ACT 303 (Undergraduate), ACT 501 (Graduate), or the equivalent.

ACT 790. Special Topics in Accounting (3).

Courses in this series offer an in-depth exploration of specific issues within the field of accounting, as well as topics of current interest to students and instructors.

ANL 601. Supply Chain Management (3).

This course provides the analytical experience for modeling manufacturing and service systems, and the understanding of how they utilize limited resources to provide goods and services. The course introduces students to different quantitative techniques and decision-making approaches and their applications to operations management problems. The problem-solving approach also involves the use of several personal computer packages containing management science and operations research programs. Topics include forecasting, facility layout, production processes, planning, scheduling, resource allocation, inventory systems, project management, decision analysis and quality control. Recommended prerequisites: STA 501 and MIS 501.

ANL 702. Cases in Business Analytics (3).

This course is designed to provide students with problem-solving skills in the field of quantitative management. The case approach is adopted to introduce complex real life examples to student-teams in a competitive environment. The course also introduces theoretical grounds for some analytical models emphasizing the assumptions and limitations of these models. The assigned cases include applications of regression, networking, linear programming, PERT, queuing theory, decision making under uncertainty and simulation. The students are required to use available computer packages as problem-solving tools and are encouraged to conduct sensitivity (what-if) analysis in their decision making approaches. Prerequisite: ANL 601.

ANL 790. Special Topics in Business Analytics (3).

Courses in this series offer an in-depth exploration of specific issues within the field of operations management, as well as topics of current interest to students and instructors.

BUS 501. Business Communications (3).

This course provides students with the technical skills and necessary theoretical knowledge of communication arts as applied to specific business situations. Topics include use of presentation formats, appropriate rhetorical constructions, communications theory, technical writing and documentation.

BUS 530 (ACT 430/BUS 430/ACT 530). Government Contract Accounting (3).

Basic cost accounting concepts and the cost accumulation process are presented. This course provides guidance on accounting for, recovering and monitoring costs at each step of government contract performance, from bidding to closeout. An understanding of the Federal Acquisition Regulation (FAR), the Truth in Negotiations Act (TINA), the treatment of unallowable costs and the Defense Contract Audit Agency (DCAA) auditing standards will be provided. Current topics on special and emerging issues, including new TINA and FAR requirements; rules applicable to nonprofit associations, universities, hospitals, and state and local governments; incurred cost-electric (ICE); cost accounting issues in privatization projects and commercial item acquisitions; and the impact of procurement reform and streamlining will also be covered. Prerequisite: Intro Accounting.

BUS 536 (ACT 436/BUS 436/LAW 436/ACT 536/LAW 536). Introduction to Government Contracting Law, Compliance, Ethics (3).

This course provides an introduction to the legal and regulatory framework for doing business with the federal government. The course of study will center on the requirements of the Federal Acquisition Regulations, and will include a study of several related statutes, as well as the regulatory compliance and business ethics requirements of doing business with the federal government. Guest speakers and case studies provide students with access and information from industry and academia. Prerequisites: ACT 201 or ACT 203 or LAW 200 or permission of the instructor.

BUS 537 (ACT 437/BUS 437/LAW 437/ACT 537/LAW 537). Capstone Course: Cases in Government Contracting Law, Compliance, and Ethics (3).

This course is the capstone course in the Government Systems Contracting certificate at Le Moyne. It requires the student to synthesize knowledge about the legal and regulatory framework for doing business with the federal government through a series of case studies of law, compliance and ethics. Course material focuses on cases derived from requirements of the Federal Acquisition Regulations, and related statutes. Guest speakers from industry and government will discuss regulatory compliance and business ethics requirements topics with students during class. Prerequisites: BUS 536, ACT 536, LAW 536 or permission of instructor.

BUS 601. Business Ethics (3).

This course will be conducted in seminar style. It will explore and analyze ethical considerations involved in managerial decision making. Topics to be considered are the ethical dimension in managerial dilemmas in such topics as advertising, working conditions, environmental pollution, work force reduction and supplier relations. The relationship of management to the rule of law will be considered in such topics as business involvement in the formation of law as well as business use of the legal and political process. Managerial response to such personal ethical and legal issues as affirmative action, product safety and sexual harassment will be considered. The ethical and social responsibility of management and employees will be explored in the context of profit motive and the implementation of ethical change in a business setting.

BUS 602. Business Law (3).

This course will survey the legal techniques used to control business behavior. The role of courts, legislatures and regulatory agencies, as well as common, statutory and regulatory law, will be viewed both from the historical and the current perspective. Specific topics will include contracts, commercial paper, agency, partnerships, corporations, antitrust and securities.

BUS 603. International Business (3).

This course seeks to provide an in-depth understanding of diverse aspects of international business including international politics, culture, economics, finance, technology, marketing, ethical decision-making, strategic planning and management, and human resource development in a global environment. Decision-making in, and challenges facing multinational enterprises are given special attention.

BUS 750. Strategic Management (3).

The content and process of the capstone course have been designed to provide a rigorous, integrative experience of all areas of management in a variety of environments. Through lectures and discussions of articles, students are exposed to seminal theory on a given topic. In addition, topic specific, integrative thinking and communication skills are developed throughout the discussions of the articles and cases. Among others, topics will include competitive strategy and formulation, industry analysis, globalization or management, manufacturing as a competitive strategy, horizontal and vertical integration, computer integrated manufacturing and capacity expansion.

BUS 790-798. Special Topics in Management (3).

These courses designate special interest topics offered on an occasional basis to meet student and faculty interests.

BUS 795. Internship (1-6).

This designates credit for approved experiential programs in consultation with the MBA committee.

BUS 799. Independent Study (1-6).

This designates individual study programs approved by the MBA committee.

ECO 501. Economics for Managers (3).

This course provides an introduction of economics for managers. It applies macroeconomic methods to business decision making and current global policy issues as well as microeconomic models to consumer, producer and market behavior. Topics include interest rates, inflation, monetary and fiscal policy, and labor markets, as well as demand and cost analysis, industry performance, and market structure.

FIN 601. Financial Management (3).

Introduction to the theory and practice of real and financial asset decision making. Topics include short and long term financial planning, capital budgeting, capital structure, option pricing and hedging financial risk, domestic and global financial markets, financial ethics. Case analysis, group and individual projects and use of commercially available financial software packages provide students with ample opportunities to implement financial decisions. Recommended prerequisites: ACT 501 and STA 501.

FIN 665. Distress Investing (3).

The purpose of this course is to provide the student with the needed tools to understand and learn the discipline of distress investing. Distress investing is one of the areas of "Fundamental Finance". Other areas of "Fundamental Finance" include Value Investing, Control Investing, Credit Analysis, and First and Second Stage Venture Capital Investing. This is a course about business valuation, corporate finance, bankruptcy law and security analysis with an emphasis on analyzing public companies that are in financial distress, from the bottom up. This is in sharp contrast to traditional academic finance, which is heavily top down and assumes there is substantive consolidation between the company and its constituencies (managements, stockholders, bondholders, trade vendors, etc.). Prerequisites: FIN 301 or FIN 601 or equivalent.

FIN 701. Investment Management (3).

A survey of investment theory, security analysis and portfolio management with applications to domestic and international markets. Efficient capital markets, development of innovative financial instruments and portfolio hedging topics are emphasized. Cases and projects are required. Prerequisite: FIN 601.

FIN 790. Special Topics in Finance (3).

Courses in this series offer an in-depth exploration of specific issues within the field of finance, as well as topics of current interest to students and instructors.

HRM 601. Human Resource Management (3).

This course focuses on the relationship between personnel and labor policies and the practices and the objectives of the organization. Theories developed from the behavioral sciences will be used in analyzing the potential impact of changes in policies or practices. Emphasis will also be placed on evaluating the human resource function in terms

of meeting the organizational goals. Topics include staffing, training, compensation, performance evaluation and labor relations.

HRM 701. Current Issues in Human Resources (3).

As the Human Resource field evolves, so do the challenges presented by the process of recruitment, selection, retention and release. This hybrid course explores in-depth contemporary human resource philosophies, policies and practices that focus on unique areas of talent management in a variety of organizational settings. The class offers students the opportunity to explore online and in-depth research in quality of work life, second career decisions and mid-life change, incentive systems and talent retention. The impact of healthcare changes on organizations, the effects of the recession on the workforce and current issues such as workplace violence and employee privacy will also be explored. Prerequisites: MGT 601 and HRM 601, or permission of instructor.

HRM 707. Staffing (3).

This course is an investigation into the empirical and theoretical research which allows for a full understanding of the staffing process. The staffing process will be illustrated by using a comprehensive case-based model of both individual choice and organization needs in order to allow the student a grasp of the staffing process. Prerequisite: HRM 601.

HRM 708. Compensation (3).

This course focuses on managing compensation in contemporary organizations. The major objectives are: a) to examine the current state of compensation decision-making, b) to examine the implications of recent theoretical and research developments related to compensation decisions and c) to offer an opportunity to develop competencies in making compensation decisions. Prerequisite: HRM 601.

HRM 790. Special Topics in Hum Res Mgmt (3).

Courses in this series offer an in-depth exploration of specific issues within the field of human resources management, as well as topics of current interest to students and instructors.

MGT 601. Org Dynamics: Leadership (3).

A study of the individual, interpersonal, group and organizational and environmental factors that interact with the culture of an organization and together determine the quality of life and performance. Readings, cases, experiential exercises and group projects will be used to help students understand the concepts and discover which are personally valid for them.

MGT 703. Leadership and Culture (3).

The course studies the variations in management and leadership styles across national settings. Factors such as political and economic systems, technology, history and social forces are examined for their relationship to leadership style. Case studies on leadership are extensively used.

MGT 704. The Business Venture (3).

A problem method, planning oriented course designed to explore the basic elements and legal principles and the interrelationships among and between such elements and principles involving business formation, choice of business entities, business valuation methods, corporate finance, public and private offerings and purchase and sale of businesses. Prerequisite: BUS 602

MGT 705. International Business Leadership (3).

Given today's extensive and intensive global interaction, a lack of understanding or misunderstanding of why our trading partners (or antagonists) behave as they do makes it difficult to successfully deal with them. A key to such an understanding (or avoidance of misunderstanding) is to obtain a better grasp of their antecedents and of how their business systems evolved. This course seeks to address that need. It traces the history of the business systems of Britain, Germany, Japan, and where relevant, those of emerging nations such as China, India and Mexico. We attempt to place matters in proper perspective and to gain a greater awareness of what our implicit and explicit beliefs are, why we espouse them, often unshakably, and in what light our ideologies, policies and actions might be perceived by the Japanese, Germans, Britons or Chinese. Prerequisite: MGT 601.

MGT 706. Leadership, Management & Humanities (3).

This course will examine models of leadership drawn from classic works of literature and film. Leadership topics will include charisma, crisis management, cultural diversity, ethics, female leadership, goalsetting, the language of leadership, motivation, servant leadership, strategy, team building and transformation leadership. We will discuss the practical and theoretical foundations for these leadership models by examining cases based on the following literary and film texts: *All the King's Men*, *Antigone*, *The Bridge Over the River Kwai*, *Citizen Kane*, *Gandhi*, *Glengarry Glen Ross*, *Glory*, *Heart of Darkness*, *Henry V*, *The Iliad*, *A Jury of Her Peers*, *The Major of Casterbridge*, *Moby Dick*, *Norma Rae*, *The Odyssey*, *Twelve O'Clock High* and *Twelve Angry Men*. Prerequisite: MGT 501.

MGT 708. Lessons in Leadership (3).

This course explores the primary ideas, values and competencies required for modern corporate and community leadership. This course will also challenge students to use what they have learned in readings and discussions to analyze both themselves and well known leaders. Prerequisite: MGT 601.

MGT 710. Group Dynam & Interpersnl Cmm (3).

Students integrate sociological and social psychological theory and research with experiential learning on the dynamics of groups and the behavior of individuals in those groups. The focus is on how individuals can facilitate interpersonal communication to enhance their

own effectiveness and that of the group. The goal is to acquire and hone group skills which can be used immediately in students' work settings. Prerequisite: MGT 501

MGT 711. Leading Organizational Change (3).

This course will tackle three basic questions: What is an organization? What is change? and How to lead organizational change? We will explore the evolving role of leadership, various metaphoric and systems views of organizations and the values and methods of organizational change and development. Student teams will also design and conduct organizational inquiries. Prerequisite: MGT 501.

MGT 712. Career Self-Assessment (3).

This course will cover a wide range of issues and theories of adult and career development and will involve the students in small group and class discussion as they process an extensive set of self assessment instruments and activities intended to culminate in both short- and long-term career and life plans.

MGT 715. The Emotionally Intelligent Leader : Exploring Emotional and Social Competence in Leaders (3).

The concept of Leadership has been examined and dissected since ancient times, in search of a replicable process which could be somehow infused to create great leaders. From classic theories to situational explorations, the power to lead can create a better town, a more successful company, a more equitable world. In the 1990's a new voice joined the chorus of Leadership influence as Daniel Goleman spoke to the ideas of emotional intelligence- the ability to identify, assess and control emotions. This course will explore the writings, papers and presentations of Daniel Goleman in a blended format, inviting students to assess their own strategies as colleagues and leaders have a better understanding of the human side of leadership. Prerequisite: MGT 601 or permission of instructor.

MGT 721. Chaos in Health Care: Directing the Evolution (3).

This introductory course explores the interconnectedness of the Health Care System in America. The class uses a multi approach system to investigate the business and social forces that generate the need for creative and revolutionary approaches to healthcare, exploring the field both within the traditional walls of healthcare institutions; and in the outpatient and home care settings. The class will explore emerging trends which are changing this landscape. Attention will be paid to the new practices in health care insurance, and how it impacts delivery systems.

MGT 722. The Strategic and Creative Leader (3).

This course is one of two leadership courses in the certificate program which invite students to explore the practices of exceptional leaders in the Health Care field. The design of the course supports and guides the student's ability to discover, explore and assess issues in their field

and to recognize opportunities which will continue to maximize their strengths as health care leaders. Conversations with numerous leaders in the health care community highlight this unique class which will enhance the student's network and introduce a diverse palette of leadership thought and action.

MGT 723. Making Leadership Contagious (3).

This course is one of two leadership courses in the certificate program which invite students to explore the practices of exceptional leaders in the Health Care field. The design offers a highly introspective approach to each student's leadership style, capacity and development opportunities. Through a series of leadership instruments, highlighted by the Situational Leadership Assessment, students will take part in a reflective journey of what it means to be a leader in the health care field.

MGT 724. The Process of Health Care: Patient Centered Management (3).

This course surveys the unique, systematic directives and outcomes within the process of Health Care delivery. Students will explore focus, alignment, expectations, evaluation and incentives which lead to optimum patient care. Leaders must drive the vision which promises timely access, quality care and patient satisfaction in a turbulent environment.

MGT 725. The Business of Healthcare: Connecting the Dots (3).

The concept of healthcare within a business model was foreign until recent decades, when costs of health services came to the forefront for organizations committed to providing the best possible care in the face of diminishing resources. This course seeks to explore ethical principles, sound personal and company values, and socially responsible management practices in the interests of responsible and feasible health care delivery as students build a business model for the health care organization.

MGT 790-795. Special Topics in Management (3).

Courses in this series offer an in-depth exploration of specific issues within the field of management, as well as topics of current interest to students and instructors.

MIS 501. Management Information Systems (3).

An overview of management information systems (MIS) and their structure is provided through case analysis. Topics covered include the underlying concept of information, decision-making, management and how organizations affect the design of information systems. The impact of information systems on human behavior, organizations and societies is analyzed. Information resources management models underlie the technical and management focus of the course. Students are expected to complete group and individual projects using commercially available spreadsheet, database and systems analysis software packages.

MIS 535 (BUS 435/ACT 435/FIN 435/MIS 435). Intro to Government Systems (3).

This course focuses on introductory government systems concepts, processes and functions, utilizing the Federal Acquisition Regulations (FAR). Students will examine FAR regulations, processes and nomenclature, utilizing existing and proposed regulations and industry case studies, and appropriate support technology. Guest speakers and field research provide students with access and information from industry and academia. Prerequisites: MIS 201 or permission of instructor.

MIS 601. Information Strategy and Management (3).

This course covers the management, strategies and performance of enterprises engaged in the use of information for competitive advantage. IT alignment with business goals and enterprise resource planning (ERP) tools, techniques and processes are introduced. Modeling and managing life cycle costs, and the impact on competitive advantage, are covered in the course. The management of third party organizations, vendors, outsourcing, and the legal, ethical and environmental impacts of such activities, are important components of this course. Students will complete and present a semester-long project in enterprise resource planning. Guest speakers and case studies from local, national and international technological enterprises, agencies, and regulatory organizations are employed in this course.

MIS 635 (MIS 335/MKT 335). Client Side Web Applications Development (3).

As more and more businesses and individuals turn to the Web for sharing information and conducting commercial activities, a quality web site can provide competitive advantage and invite users for repetitive visits. The key to a quality and successful web site lies in both the content and usability of the site. To increase understanding of web usability, this course will engage students in an exploration of fundamental concepts in web design and development processes with hands-on exercises. This course explores the factors influencing web site usability throughout the design process, including requirements analysis, conceptual design, mockups and prototypes, production, and web site evaluation. Students will also learn to use client-side scripting techniques to enhance web usability.

MKT 601. Marketing Management (3).

Introduces the role of marketing in organizations, including customer analysis and buyer behavior, market segmentation and research, distribution channel and product policy, strategy, pricing and marketing communications. Case studies provide an opportunity for analytical approaches to problems both orally and in writing.

MKT 706. Nonprofit Marketing (3).

This course focuses upon the concept of "social enterprise," an increasingly prominent way of thinking about ventures that both social and commercial entities are undertaking. Students will be introduced to this emerging intersection between the nonprofit sector and the business world.

MKT 715 (MIS 715/MKT 445/MIS 445). Mobile Applications & Business Stratgs (3).

The course explores the important challenges and needs of today's organizations to go mobile to connect with their stakeholders. Students will learn the technical, managerial and marketing aspects of mobile applications. Technically, they will learn the development process and technical infrastructure of mobile applications. Managerially, students will learn how to develop business strategies to exploit mobile applications for the advancing and repositioning of organizations. For marketing, students will learn to market the newly developed mobile applications and at the same time to use mobile applications to market and promote the organizations and their products or services.

MKT 790. Special Topics in Marketing (3).

Courses in this series offer an in-depth exploration of specific issues within the field of marketing, as well as topics of current interest to students and instructors.

STA 501. Quantitative Decision Making (3).

This course provides the principles of statistical inference. Probability, random variables, univariate distribution theory, hypothesis testing and estimation theory will be the focus of the first part of the course. Additional topics are selected from decision theory, nonparametric methods and linear modeling. Emphasis is placed on the use of statistical software packages to handle practical statistical analyses.



Master of Science in Information Systems

Program Director: Martha Grabowski

M.S. Information Systems

The M.S., Information Systems program is 30-credit, part-time or full-time program designed to develop highly educated information and computer systems professionals, particularly those responsible for information systems development and management. The program serves a diverse student body, including people with previous degrees in business and information systems, people with degrees in related fields and professional experience, and people who seek to enter the field without previous knowledge about information systems.

Master of Science in Information Systems

Prerequisites: MIS 501 and MIS 601

<i>Major Requirements</i>	<i>Hours</i>
MIS 701 Database Management Systems	3
MIS 703 Systems Analysis and Design	3
MIS 704 Comm, Networks, Teleconferencing	3
MIS 707 Risk Mgmt in Large Scale Syst	3
MIS 711 Managing Systems Project	3
MIS 715 Mobile Applications & Business Stratgs or MIS 716 Business Intelligence	3
MIS 717 Managing the Technological Enterprise	3
Three of the following:	9
MIS 550 Accounting Information Systems	
MIS 535 Introduction to Government Systems	
MIS 710 Health Information Systems	
MIS 790 Spec'l Topics in Mgmt Info Syst	
MIS 799 Master's Thesis Research Project	
BUS 790-798 Special Topics in Management	

Graduate Health Information Systems Certificate

Health information systems professionals are responsible for managing health information systems, people and organizations, ensuring the quality, accuracy, accessibility, and security of electronic health information, in line with federal requirements for patient information, privacy, security, insurance reimbursement, and financial reporting. Le Moyne College's graduate Health Information Systems Certificate Program is designed to prepare students to manage this complex system and setting, address challenging health care issues throughout

their careers. People with advanced knowledge in health information systems are a scarce resource. It is the objective of the graduate Health IS certificate program to fill this gap by providing needed education and certification for those managing information technology, people and organizations in the health care field.

Graduate Health Information Systems

<i>Major Requirements</i>	<i>Hours</i>
MIS 710 Health Information Systems	3
MIS 711 Managing Systems Project	3
MIS 701 Database Management Systems *	3
MIS 703 Systems Analysis and Design *	3
* Students who choose to take only one of these courses must also select one of the following classes:	
MIS 535 Intro to Government Systems	3
MIS 716 Business Intelligence	3
MIS 717 Managing the Technological Enterprise	3
MIS 704 Comm, Networks, Teleconferencing	3
MIS 712 Financial Telecommunications and Cybersecurity	3

Courses

MIS 550 (MIS 350/ACT 350/ACT 550). Accounting Information Systems (3).

This course will examine the design, control and operation of accounting information systems with a strong emphasis on integration. The course will present a thorough introduction to basic information systems theory, provide a working knowledge of systems analysis and design techniques, databases and enterprise systems. Understanding and appreciation of accounting information systems is critical to successfully managing, auditing and developing systems to support today's evolving business environment. This course offers a focused look at accounting information systems as part of enterprise resource planning systems, with a focus on SAP and other comparable enterprise systems to demonstrate concepts. Prerequisite: MIS 201, MIS 501 or permission of the instructor.

MIS 701. Database Management Systems (3).

This course develops the framework for database systems analysis and design. Course topics focus on database design, data modeling, data integrity, security, database management approaches and techniques and distributed databases. Students are expected to complete a database project using commercially available software packages. Prerequisite: MIS 501

MIS 703. Systems Analysis and Design (3).

This course provides the building blocks for analysis and design of management information systems. The systems development life cycle,

information gathering techniques, data and process modeling techniques and management of the systems analysis and design processes are covered. Students apply the concepts introduced using computer-aided software engineering (CASE) tools. Prerequisite: MIS 501

MIS 704. Comm, Networks, Teleconferencing (3).

An introduction to the management challenges of communications systems, signals and noise. This course considers the problems and limitations associated with interconnecting computers by communications networks. Topics include protocols, interface design, queuing, multiplexing, coding and network configurations. Prerequisite: MIS 501

MIS 706. Electronic Commerce (3).

Electronic commerce offers exciting and innovative ways of doing business that can enhance organizational performance and restructure corporations. This course is intended to help students understand the fundamentals of electronic commerce and addresses both technical and operational topics. Technical topics covered include back-end database connectivity and information storage and processing. Operational topics include electronic commerce business models, marketing, transactions, security and legal and ethical issues. Through lectures and project exercises, students are expected to develop new frameworks of thinking and practice, tailored to their professional interests. Prerequisite: MIS 501

MIS 707. Risk Mgmt in Large Scale Syst (3).

This course focuses on the challenges associated with risk management in large-scale systems. It considers the nature of social, organizational and technological risk and discusses the role of risk analytic, risk management and risk communications. It also discusses several analytic approaches to risk management and mitigation and analyzes case studies of risk in several large-scale systems: aerospace, biomedical, global networks, healthcare, transportation and safety-critical domains such as firefighting and oil spill response. Using several strategic models, students discuss the importance of tactical and strategic risk management and employ several of the models in case analyses. Prerequisite: MIS 501

MIS 710 (NSG 697/NSG 387/MIS 450). Health Information Systems (3).

This course provides students with the knowledge of the design, use, and evaluation issues of health informatics applications. The topics include: (1) health informatics as a discipline; (2) career options for health informatics; (3) major health applications and commercial vendors; (4) strategic information systems planning; and (5) new opportunities and emerging trends.

MIS 711 (MIS 460/CSC 460/MGT 460/NSG 611). Managing Systems Project (3).

This course focuses on introductory project management processes, technology and tools, utilizing the Project Management Institute's (PMI) Project Management Body of Knowledge (PMBOK) and the Software Engineering Institute's (SEI's) Capability Maturity Model

Integration (CMMI) processes and nomenclature. Students examine the processes and theory of project management as well as industry case studies, and will utilize project management software in support of their management activities. Guest speakers and field research provide students with access and information from industry and academia. Students are engaged in a semester-long project. Initially, they are required to identify the project scope and team charter for their project; subsequent assignments require them to prepare a business case, work breakdown structure, cost estimate, and final project documentation for their project. Students document their projects as described above, and present the results of their analysis and management activities to their peers and the Project Management Advisory Board.

MIS 712 (MIS 478/FIN 478). Financial Telecommunications and Cybersecurity (3).

This course provides an overview of the concepts and principles of telecommunications systems and networks, blending technical with managerial topics. Students will focus on the challenges inherent in securing financial telecommunications networks, particularly the challenges of insider threats. Students will local area networks, wide area networks, wireless networks, value-added networks, as well as other networks. Students will complete a series of network installation and test projects, and will analyze network design cases throughout the semester. Guest speakers from industry and case studies from on-going research will provide a real-world context for the topics discussed in class. Students may sit for network certification following completion of the course. Prerequisites: MIS 201, or permission of the instructor.

MIS 715 (MKT 715/MKT 445/MIS 445). Mobile Applications & Business Stratgs (3).

The course explores the important challenges and needs of today's organizations to go mobile to connect with their stakeholders. Students will learn the technical, managerial and marketing aspects of mobile applications. Technically, they will learn the development process and technical infrastructure of mobile applications. Managerially, students will learn how to develop business strategies to exploit mobile applications for the advancing and repositioning of organizations. For marketing, students will learn to market the newly developed mobile applications and at the same time to use mobile applications to market and promote the organizations and their products or services.

MIS 716 (MIS 415/MKT 415). Business Intelligence (3).

This course provides an introduction to Business Intelligence, including the processes, methodologies, infrastructure, and current practices used to transform business data into useful information and support business decision-making. Business Intelligence requires foundation knowledge in data storage and retrieval, thus this course will review logical data models for both database management systems and data warehouses. Students will learn to extract and manipulate data from these systems and assess security-related issues. Data mining, visualization, and statistical analysis along with reporting options such as management dashboards and balanced scorecards will be covered.

Technologies utilized in the course included SAP Business Warehouse, SAP Business Objects, Crystal Reports, and RapidMiner. Prerequisite: MIS 201 or permission of the instructor.

human, technological, natural, economic, social or other. Research in Information Systems thus explores technical and business topics, along with ethical questions that arise in business applications of technology in organizations.

MIS 717 (MIS 455). Managing the Technological Enterprise (3).

This course covers the requirements, management and performance of enterprises engaged in the use of technology. Requirements determination, analysis, design and cost management activities for technological enterprises are covered; a focus on the management of life cycle costs is emphasized. The management of third party organizations, outsourcing and project management activities are also covered. The legal, environmental and ethical issues associated with the management and performance of technological enterprises are important components of this course. Guest speakers and case studies from local, national and international technological enterprises, agencies and regulatory organizations are employed in this course. Prerequisites: MIS 201 or MIS 501 or permission of instructor.

MIS 785 (MIS 385/CSC 252). Developing Decision Support Applications With Visual Basic (3).

This class covers the basics of structured programming using Visual Basic to develop decision support systems or management science applications. The theory and practice of structured programming, logic, systems development are covered in a series of iterative hands-on assignments, which are designed based on practical decision support systems or management science applications. Students can expect to learn how to create and program advanced Excel applications or other equivalent applications. A term project involving the development and documentation of a Visual basic program is required. Prerequisite: MIS 201, MIS 501, or permission of the instructor.

MIS 790. Spec'l Topics in Mgmt Info Syst (3).

Courses in this series offer an in-depth exploration of specific issues within the field of management information systems, as well as topics of current interest to students and instructors.

MIS 796. Information Systems Internship (1-6).

Participation in a real-world learning experience is provided in internship opportunities. The intern reports as required to a faculty member, and both student and faculty member assess the internship as it relates to the student's academic program and desired organizational experiences. Six hours of approved work experience is required to generate one credit. Prerequisite: permission of the program director.

MIS 799. Master's Thesis Research Project (1-6).

This course provides an opportunity for graduate students to conduct independent research under the direction of a faculty member. Since the study of Information Systems is interdisciplinary, research linking business, technology and social and organizational science in explorations of how systems that convey information work can be studied in a student's master's thesis--whether those systems are

Interdisciplinary Programs

The Interdisciplinary Programs at Le Moyne College offer students the opportunity to earn a Bachelor of Science degree with majors in biochemistry and general science and a Bachelor of Arts degree with a major in peace and global studies. In addition, students may choose to minor in arts administration, peace and global studies, urban and regional studies and gender and women's studies. Also through the Interdisciplinary Programs, students may take library courses and courses at the Syracuse Consortium for Culture and Medicine and participate in the College's Integral Honors Program.



Biochemistry

Biochemistry has grown to occupy an important and influential position in both of its parent disciplines, chemistry and biology. The biochemistry major offers an interdisciplinary curriculum that is designed to allow students to focus on either the biological or the chemical aspects of the boundary region between these two disciplines. A major in biochemistry can prepare students for advanced studies in biochemistry, biology or chemistry; for advanced studies in the health professions; for employment in the pharmaceutical or biotechnology industries or (with further study) for careers in public health policy or patent or environmental law.

The director of the major is in the Department of Chemistry and Physics; however, because of the interdisciplinary nature of the program, curricular oversight is shared with the Department of Biological Sciences.

Biochemistry Major

Biochemistry Major B.S.

Core Requirements	Hours
COR 100 First Year Seminar	3
WRT 101 Critical Writing	3
PHL 110 Introduction to Philosophy	3
HST 110 - HST 111 World Civilization	6
ENG 210 Major Authors	3
PHL 210 Moral Philosophy	3
Theology	3

EAC Encountering Another Culture/Language	6
ENG 310 Literature and Culture	3
Mathematics	3
Social Science	3
Natural Science	3
IDS Interdisciplinary Studies*	3
Religion	3
COR 400 Transformations	3
Visual & Performing Arts*	1
Diversity*	0

NOTE: Some Core requirements may be fulfilled by major requirements.
* See core section for more information. Because there have been substantial changes to the core curriculum, the above requirements may not apply to all students; for students who entered Le Moyne College prior to Fall 2013, be sure to consult with your advisor for appropriate course selection(s).

Major Requirements	Hours
BIO 191 General Biology I	4
BIO 192 General Biology II	4
BIO 218 Cell and Molecular Biology	4
BIO 418 Advanced Molecular Biology	4
CHM 151 Chemical Principles I	3
CHM 151L Chemical Principles I Laboratory	1
CHM 152 Chemical Principles II	3
CHM 152L Chemical Principles II Lab	1
CHM 223 Organic Chemistry I	3
CHM 223L Organic Chemistry 1 Lab	1
CHM 224 Organic Chemistry II	3
CHM 224L Organic Chemistry II Lab	1
CHM 280 Information in Chemistry and Physical Sciences or BIO 380 Information in the Biological Science	1
CHM 312 Instrumental Methods of Analysis or CHM 320 & 322 Instrumental Methods of Analysis	4
CHM 327 Physical Chemistry I	3
CHM 331 Physical Chemistry Laboratory	1
CHM 460 Biochemistry I	3
CHM 461 Biochemistry II	3
CHM 462 Biochemistry Laboratory	1
Four additional courses from among the following, at least three of which must be lab courses	15-16
BIO 320 Genetics	
BIO 321 Developmental Biology	
BIO 325 Microbiology	
BIO 375 Introduction to Neurobiology	
BIO 390 Independent Study in Bio & Natural Syst	

BIO 410 Toxicology
BIO 427 Bioinformatics
BIO 431 Mammalian Physiology
BIO 480 Seminar: Biology of Cancer
BIO 481 Seminar: Endocrine Disruptors
BIO 499 Research in Bio & Environmental Systems
CHM 311 Analytical Chemistry
CHM 328 Physical Chemistry II
CHM 332 Physical Chemistry II Laboratory
CHM 340 Environmental Chemistry
CHM 340L Environmental Chemistry Laboratory
CHM 390 Independent Study
CHM 436 Advanced Organic Chemistry
CHM 495 Research in Chemistry

CHM 460	3	BIO 418/CHM 312	4
CHM 462	1	CHM 461	3
Social Science	3	EAC	3
EAC	3	VPA	1

Senior Year

CHM 327	3	COR 400A	3
CHM 331	1	CHM 312/BIO 418	4
BIO/CHM Elective	3/4	BIO/CHM Elective	3/4
Free Elective	3	BIO/CHM Elective	3/4
ENG 310	3	Free Elective	3
IDS	3		



Consortium for Culture and Medicine

Courses of the Syracuse Consortium for Culture and Medicine (CCM) are open to upper-division undergraduates, graduate students and faculty from Le Moyne College, Syracuse University and Upstate Medical University and to members of the public with a bachelor's degree. Each course is worth three credits and is limited to a maximum number of 5-10 students from each institution. Contact the Le Moyne director at (315) 445-5436 for information about course registration or the need to be put on a waiting list. Most courses meet at the Upstate Medical University, with the class meeting once each week in various three-hour evening time slots.

Course offerings each semester will be selected from those listed in the catalog, and additional courses can be found on the website at www.upstate.edu/ccm under Course Descriptions. CCM will announce a course schedule and meeting times in advance of each semester.

Courses

CCM 405 (CCM 505). Narratives of Illness, Disability, and Identity (3).

In this course we will read first-person narratives of illness and disability to explore the experiences of those who fall outside the boundaries of health and physical ability and what is often perceived as physical and/or mental "normalcy." We will discuss first-hand accounts of authors who, rather than remaining silent as the object of unthinking stares or insensitive medical care, have spoken out as subjects. We will consider the difficulties those with serious illness and disability encounter within their families, social groups, and health care settings and examine how these difficulties are at odds with health care practitioners' objectives and perspectives. We will examine what

Major Support

Hours

PHY 105 General Physics Scientists/Engineers I (preferred) or PHY 101 Non-Calculus General Physics	3
PHY 106 General Physics Scientists/Engineers II (preferred) or PHY 102 Non-Calculus General Physics	3
PHY 103 General Physics Laboratory	1
PHY 104 General Physics Laboratory	1
MTH 145 Calculus I	4
MTH 146 Calculus II	4
MTH 111 Introduction to Statistics I (with Computer Lab)	4

Electives

Hours

Free Electives	6
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Typical Program for Biochemistry Major B.S.

First Semester	Hours	Second Semester	Hours
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Freshman Year

WRT 101	3	PHL 110	3
HST 110	3	HST 111	3
BIO 191	4	BIO 192	4
CHM 151	3	CHM 152	3
CHM 151L	1	CHM 152L	1
COR 100	3	MTH 111	4

Sophomore Year

PHY 105 or PHY 101	3	PHL 210	3
PHY 103	1	PHY 106 or PHY 102	3
BIO 218	4	PHY 104	1
CHM 223	3	CHM 224	3
CHM 223L	1	CHM 224L	1
MTH 145	4	MTH 146	4
		CHM 280	1

Junior Year

Theology	3	BIO/CHM Elective	3/4
ENG 210	3	Religion	3

it means to look, move, and think differently in society and how that "difference" affects sympathy and attraction, the forces that knit individuals into a social fabric.

CCM 407 (CCM 507). Bioethics (3).

This course examines the use of ethical theories and standards by health care professionals. Specific issues presented in the context of case studies illuminate different types of ethical dilemmas and alternative ways of handling them morally. Issues include euthanasia, assisted suicide, truth-telling, confidentiality, research ethics, abortion, genetic counseling, surrogate motherhood, the uses of new reproductive technologies, and justice with respect to care.

CCM 408 (PHL 347/CCM 508). Ethics and Health Professions (3).

This course examines the origins and use of ethical theories in the clinical, professional, organizational, and political-economic fields of action in health care. Specific issues presented in the context of case studies illuminate the several fields. These issues include assisted suicide, professional codes of ethics, the ethics of "cost-cutting," and justice with respect to care.

CCM 409 (PSY 309/CCM 509). Culture and Mental Disorder (3).

This seminar examines mental disorders from bio-medical and social constructionist perspectives; both cross-cultural variation and universals are explored in traditional cultures and modern nations, e.g., Africa, Mexico, Native Americans, Hutterites, Near East. First-person accounts are used to analyze the inner world of mental illness, and bio-cultural models of psychosis is proposed.

CCM 410 (ANT 410/CCM 510). Culture & Reproductive Health & Medicine (3).

This course examines diverse ways in which societies throughout the globe view and manage human reproduction and the implications this has for health care and medicine. The emphasis will be primarily, though not exclusively, on women's reproductive health throughout the life cycle, including puberty, sex, pregnancy, family planning, childbirth, infertility, and menopause. The course also explores changes in reproductive health care in the context of globalization and considers how an understanding of the influence of culture on reproductive health is crucial for the development of international public health policy and practice.

CCM 416 (CCM 516/ANT 416). Medical Anthropology in Ecological Perspective (3).

This course explores the interaction of biological and cultural factors in disease causation, diagnosis, and treatment in Western and non-Western societies. The introduction of Western medicine to non-Western cultures is examined. After taking this course, students will be able to: describe the interaction of biological & cultural factors in the etiology, manifestation, and outcome of diseases cross-culturally; explain the psychosomatic basis of health & healing in historical,

evolutionary, and ecological perspectives. Permission of the instructor required before registration. Fulfills Core requirement(s): DIV.

CCM 420 (ECO 320/CCM 520). Economic Issues in Health Care (3).

This course examines the challenging questions of why health care spending in the U.S. continues to rise in spite of efforts to control costs. The focus of the course will be on examining the key issues responsible for cost increases and why this country has one in six individuals without any health insurance and one in four with sub-standard health care. The topics include factors affecting demand and supply of health care services, such as sociocultural considerations and health care threats, demographic changes, in particular aging of the population; economic and legal forces impacting the health care system; and the role of technology in the delivery of health care.

CCM 422 (ENG 455/CCM 522). Medicine in Literature and Film (3).

The relationship between literature and medicine will be explored through the study of novels, short stories, essays and films about medical situations, characters and themes. Thematic areas to be examined include medical ethics in literature; the hospital as environment; relationships between health care workers and patients; illness as metaphor and as reality. Discussion on what writers are communicating and how they do so will emphasize characterization, setting, tone and point of view.

CCM 429 (CCM 529). Dying and Death in American Literature (3).

This course will examine American attitudes and responses toward the end of life through the perspective of American fiction, non-fiction, poetry and film. We will explore how Americans deal with progressive incurable disease, terminal illness, death and bereavement. Students will analyze readings as well as keep a journal documenting their responses toward the literature and class discussion.

CCM 430 (CCM 530). Global Health and Ethics (3).

This course involves a careful examination of ethical issues in global and international health. The course focuses critical attention on ethical issues about trade in human organs, cultural practices that harm health, human migration, infectious diseases (like HIV and SARS), research conducted in low-income countries, drug pricing, health inequalities between countries, malnutrition, globalization, international civil society, and service abroad. To deal with these issues, the readings and lectures will develop ideas about respect, autonomy, community, need, responsibility, ethical relativism, human rights, and global justice.

CCM 431 (CCM 531). AIDS in American Literature (3).

This course will examine attitudes (cultural, professional, medical, personal) towards those who have HIV/AIDS. The literature presented

will reflect a combination of fictional and real characters through whose lives the progression of the disease will be followed from its initial incarnation as a mysterious, frightening curse to its current status as a chronic illness that can be managed with proper treatment and medication. Ethical dilemmas will be explored as AIDS is brought to the forefront of medicine, law, and politics and today's responses will be analyzed in comparison with those in the first days of the epidemic.

CCM 432 (CCM 532). Interdisciplinary Approaches Aging Issues (3).

This course will bring together students, faculty, and guests from multiple disciplines to explore interdisciplinary approaches to serving the needs of older adults. Each class will be devoted to a discrete topic ranging from end-of-life care, to driving cessation, to surrogate decision making, to elder abuse. Students will be offered readings from multiple disciplines relating to the topic of the week and one or two case studies to consider in advance of class. Class time will be devoted in large part to an interactive discussion of the case study or studies of the week. The aim of the course is for students to learn how other discipline might approach problems they encounter in their work with seniors, what other resources are available to assist them in their work with seniors, and how to work in a truly interdisciplinary manner with professionals from multiple disciplines.

CCM 434 (CCM 534). Representations of the Nurse in Literature (3).

How the nurse has been represented in literature, film and television is explored, focusing specifically at the relationships among images of nurses, ideologies of nursing, and the practice of nursing. Representations of nursing in late 19th century and 20th century texts are examined in relation to larger class and gender issues, including the ways in which the nurse threatened traditional notions of women. The social contexts of representations of nurses in late 20th century culture are analyzed, from Nurse Ratched in *One Flew Over the Cuckoo's Nest* to the gay male nurse Belize in *Angels in America*, and stereotypes and iconoclastic figures are identified. Focusing on more recent literature, film and television, the figure of the nurse is considered in relation to contemporary concerns about the nursing profession such as the relationship between nurses and physicians, the economy of the hospital and health care, and the nursing shortage. Professional nurses guest lecture in the course.

CCM 437 (CCM 537). Exploring Good Leadership (3).

Two premises underline this course: (1) Because widespread deficiencies in leadership to address the complex and critical issues that threaten humankind, there is an urgent need for broadly educated, ethical leaders and (2) anyone who is an undergraduate, or professional student may be called to exert leadership now or in the future. This course will critically examine the skills and characteristics of good leaders, whether the leader operates on campus, in the local government, or in the world, and how they may be adapted to one's own style of leadership. Using short essays, reference materials, scenarios, interviews of leaders, and the student's own experiences, the topics

explored will be, for example, What is Ethical Leadership?; Who Can Be a Leader?; How can Leadership Be created?; Integrity and Reputation; Use of Power; Education of Leaders; Motivation and Higher Principles; Knowing Oneself; Learning from Heroes, Mentors and Peers; Communicating Effectively; Listening with a Prepared Mind; Evolution and Ethical Behavior: and Leadership Style.

CCM 439 (CCM 539). Child Health Policy (3).

Children's health is influenced by a host of factors, not least of which is policy. It may be influenced by policy directly at a medical level, or less directly at a child-serving systems level (eg. public health, education, juvenile justice). This course will cover how child health policy is developed, implemented, evaluated, and influenced, with a focus on how child health policy is influenced by circumstances beyond the traditional boundaries of "health care". Students will examine how law and medicine (specifically "child health") interact, hearing from a variety of disciplinary and community-based perspectives. Students will discuss how expertise from various sources might be joined to enhance the effectiveness of child health policy.

CCM 440 (CCM 540). Disability, Medicine and Representation (3).

This course aims to bring disability and medicine into cross-disciplinary dialogue by examining representations of disability and medicine in film, literature, and medical texts. These texts and conventions are considered in light of critical discussions of representation and disability. The "medicalization" of disability is examined, with students invited to explore disability and ability as cultural representations, wherein bodily abilities and limitations are conditioned by subjective perceptions of "normalcy". A principal question is how to incorporate a "social model" of disability into medical education and practice. Disability studies scholars and clinicians working on disability will be guest speakers.

CCM 441 (CCM 541). Global Health (3).

This course examines global health from an anthropological perspective. It explores the political and social circumstances which shaped the development of international health. It examines how culture shapes both the conditions under which people experience morbidity and mortality and their responses to illness. Topics considered include the development of international health, epidemiological and anthropological research methods, gender and health, reproductive health, infectious disease, health and inequality, and the health consequences of war.

CCM 442 (CCM 542). Native American Public Health (3).

This course addresses Native American Public Health in four areas. First, the course covers the historical roots of health disparities among Native Americans. Second, students will review the epidemiology of disease, risk factors, and causes of death among Native Americans in Nations across the United States. Third, the course examines indigenous food ways and the contemporary diets of Native Americans to understand the barriers to healthy diets in contemporary Native American culture.

Last, the course will cover substance abuse and addictions among Native Americans and consider Native American indigenous knowledge as an adjunct to chemical dependency treatment.

CCM 443. Health Promotion: Disability (3).

This course will explore factors influencing the health and well-being of persons with disabilities, including models of disability, disability history, law and services, health disparities, health promotion, ethics, violence, and disaster preparedness. Students will be prepared to better understand one of the largest minority populations in the United States and that people with disability constitute a group that is relevant to every facet of diversity and culture. Given that the experiences of disability touches all aspects of society, this course will prepare students to take disability into account in work related to health and well-being.

CCM 444 (CCM 544). Native American Health and Wellness (3).

This course begins with an overview of the historical roots of health disparities among Native Americans. Students will then examine the experience of diseases, risk factors, and causes of death among Native Americans in Nations across the United States, including the role of substance abuse in contributing to health disparities. The last portion of the course considers the many aspects of Native American culture that contribute to wellness, including indigenous food ways, fitness, and Native American indigenous knowledge as an adjunct to chemical dependency treatment.

CCM 445 (CCM 545). Public Health Ethics (3).

This course examines ethical issues in public health. Public health ethics is a new area of scholarship practice that addresses population-level health issues, such as issues of food stamps and health insurance, immunizations, public health research, legal and policy responses to infectious diseases and epidemics, and the role of religious and social values in setting health policy.

CCM 446 (CCM 546). Culture, Communication, and Ethics in Health Care (3).

Ethical, empathic, and effective health care involves good communication, reflection, and a social and cultural knowledge and skills. This course provides a model for collaborative and culturally sensitive and skilled communication in health care. Through the study of ethics cases, narratives, and literature, students will analyze disparities and discrimination in health care for people who are deaf and disabled. Students will explore solutions through deaf studies, disability studies, and narrative approaches to bioethics and health care. Guest speakers will include members of the Deaf community, disability studies scholars and advocates, sign language interpreters, and health care professionals.

CCM 505 (CCM 405). Narratives of Illness, Disability, and Identity (3).

In this course we will read first-person narratives of illness and disability to explore the experiences of those who fall outside the boundaries of health and physical ability and what is often perceived

as physical and/or mental "normalcy." We will discuss first-hand accounts of authors who, rather than remaining silent as the object of unthinking stares or insensitive medical care, have spoken out as subjects. We will consider the difficulties those with serious illness and disability encounter within their families, social groups, and health care settings and examine how these difficulties are at odds with health care practitioners' objectives and perspectives. We will examine what it means to look, move, and think differently in society and how that "difference" affects sympathy and attraction, the forces that knit individuals into a social fabric.

CCM 507 (CCM 407). Bioethics (3).

This course examines the use of ethical theories and standards by health care professionals. Specific issues presented in the context of case studies illuminate different types of ethical dilemmas and alternative ways of handling them morally. Issues include euthanasia, assisted suicide, truth-telling, confidentiality, research ethics, abortion, genetic counseling, surrogate motherhood, the uses of new reproductive technologies, and justice with respect to care.

CCM 508 (PHL 347/CCM 408). Ethics and Health Professions (3).

This course examines the origins and use of ethical theories in the clinical, professional, organizational, and political-economic fields of action in health care. Specific issues presented in the context of case studies illuminate the several fields. These issues include assisted suicide, professional codes of ethics, the ethics of "cost-cutting," and justice with respect to care.

CCM 509 (PSY 309/CCM 409). Culture and Mental Disorder (3).

This seminar examines mental disorders from bio-medical and social constructionist perspectives; both cross-cultural variation and universals are explored in traditional cultures and modern nations, e.g., Africa, Mexico, Native Americans, Hutterites, Near East. First-person accounts are used to analyze the inner world of mental illness, and bio-cultural models of psychosis is proposed.

CCM 510 (CCM 410/ANT 410). Culture & Reproductive Health & Medicine (3).

This course examines diverse ways in which societies throughout the globe view and manage human reproduction and the implications this has for health care and medicine. The emphasis will be primarily, though not exclusively, on women's reproductive health throughout the life cycle, including puberty, sex, pregnancy, family planning, childbirth, infertility, and menopause. The course also explores changes in reproductive health care in the context of globalization and considers how an understanding of the influence of culture on reproductive health is crucial for the development of international public health policy and practice.

CCM 516 (CCM 416/ANT 416). Medical Anthropology in Ecological Perspective (3).

This course explores the interaction of biological and cultural factors in disease causation, diagnosis, and treatment in Western and non-Western societies. The introduction of Western medicine to non-Western cultures is examined. After taking this course, students will be able to: describe the interaction of biological & cultural factors in the etiology, manifestation, and outcome of diseases cross-culturally; explain the psychosomatic basis of health & healing; describe the methods and efficacy of non-Western healers and view illness and healing in historical, evolutionary, and ecological perspectives. Permission of instructor required before registration. Fulfills Core requirement(s): DIV.

CCM 520 (ECO 320/CCM 420). Economic Issues in Health Care (3).

This course examines the challenging questions of why health care spending in the U.S. continues to rise in spite of efforts to control costs. The focus of the course will be on examining the key issues responsible for cost increases and why this country has one in six individuals without any health insurance and one in four with sub-standard health care. The topics include factors affecting demand and supply of health care services, such as sociocultural considerations and health care threats, demographic changes, in particular aging of the population; economic and legal forces impacting the health care system; and the role of technology in the delivery of health care.

CCM 522 (ENG 455/CCM 422). Medicine in Literature and Film (3).

The relationship between literature and medicine will be explored through the study of novels, short stories, essays and films about medical situations, characters and themes. Thematic areas to be examined include medical ethics in literature; the hospital as environment; relationships between health care workers and patients; illness as metaphor and as reality. Discussion on what writers are communicating and how they do so will emphasize characterization, setting, tone and point of view.

CCM 529 (CCM 429). Dying and Death in American Literature (3).

This course will examine American attitudes and responses toward the end of life through the perspective of American fiction, non-fiction, poetry and film. We will explore how Americans deal with progressive incurable disease, terminal illness, death and bereavement. Students will analyze readings as well as keep a journal documenting their responses toward the literature and class discussion.

CCM 530 (CCM 430). Global Health and Ethics (3).

This course involves a careful examination of ethical issues in global and international health. The course focuses critical attention on ethical issues about trade in human organs, cultural practices that harm health, human migration, infectious diseases (like HIV and

SARS), research conducted in low-income countries, drug pricing, health inequalities between countries, malnutrition, globalization, international civil society, and service abroad. To deal with these issues, the readings and lectures will develop ideas about respect, autonomy, community, need, responsibility, ethical relativism, human rights, and global justice.

CCM 531 (CCM 431). AIDS in American Literature (3).

This course will examine attitudes (cultural, professional, medical, personal) towards those who have HIV/AIDS. The literature presented will reflect a combination of fictional and real characters through whose lives the progression of the disease will be followed from its initial incarnation as a mysterious, frightening curse to its current status as a chronic illness that can be managed with proper treatment and medication. Ethical dilemmas will be explored as AIDS is brought to the forefront of medicine, law, and politics and today's responses will be analyzed in comparison with those in the first days of the epidemic.

CCM 532 (CCM 432). Interdisciplinary Approaches Aging Issues (3).

This course will bring together students, faculty, and guests from multiple disciplines to explore interdisciplinary approaches to serving the needs of older adults. Each class will be devoted to a discrete topic ranging from end-of-life care, to driving cessation, to surrogate decision making, to elder home abuse. Students will be offered readings from multiple disciplines relating to the topic of the week and one or two case study or studies of the week. The aim of the course is for students to learn how other disciplines might approach problems they encounter in their work with seniors, what other resources are available to assist them in their work with seniors, and how to work in a truly interdisciplinary manner with professionals from multiple disciplines.

CCM 533. The History of Public Health in America (3).

This course will analyze the changes, and crises, in public health in the United States in the 19th and 20th centuries. After establishing the realities of medicine in the 19th century, episodes will be examined that helped shape our national sensibility about public health. From the treatment of Bubonic plague in San Francisco (1906) to scientific study in Tuskegee, Macon County, Alabama (1932-1972), from germ theory to AIDS, students will learn about the successes and failures in public health. Mistakes and accomplishments in the past can serve as useful tools for those who will shape the future of our health and health care.

CCM 534 (CCM 434). Representatives of the Nurse (3).

How the nurse has been represented in literature, film and television is explored, focusing specifically at the relationships among images of nurses, ideologies of nursing, and the practice of nursing. Representations of nursing in late 19th century and 20th century texts are examined in relation to larger class and gender issues, including the ways in which the nurse threatened traditional notions of women. The

social contexts of representations of nurses in late 20th century culture are analyzed, from Nurse Ratched in *One Flew Over the Cuckoo's Nest* to the gay male nurse Belize in *Angels in America*, and stereotypes and iconoclastic figures are identified. Focusing on more recent literature, film and television, the figure of the nurse is considered in relation to contemporary concerns about the nursing profession such as the relationship between nurses and physicians, the economy of the hospital and health care, and the nursing shortage. Professional nurses guest lecture in the course.

CCM 535 (CCM 435). Bioethics and the Law (3).

Bioethics and the Law studies the challenging questions that occur at the intersection of law, medicine, and ethics. A focus of the course will be on examining key cases which reflect or have shaped the ethical and often societal consensus, as well as instances in which the law falls short of ethical norms. This seminar is open to medical, graduate nursing, and law students. Basic introductory sessions on the law (for nursing and law students) and clinical medicine (for law students) will start the course, as well as joint presentations on ethical theory. Topics include ethical issues surrounding pregnancy, assisted-reproductive technology, genetics, organ transplants, refusal of treatment based on religious or cross-cultural differences, clinical research, futile treatment, medical decisions at the end-of-life, and physician-assisted dying. The course requires thoughtful, vigorous class discussions of the material, with two papers.

CCM 536. Genetics, Disability and the Law (3).

This course studies the challenging questions that arise at the intersection of genetics, ethics, disability, and law. A focus of the course will be to explore how genetic diagnosis and information influences our understanding of disability, the ethical and social issues raised, and the legal rules that may apply to particular situations. This seminar course is open to medical, graduate nursing, graduate physician assistant, and law students. Basic introductory sessions on the law and on genomic medicine will start the course. Topics include ethical, legal, and social issues surrounding: genetics in reproductive medicine, prenatal diagnosis, and pre-implantation diagnosis; deciding for disabled newborns; non-voluntary sterilization; genetic privacy; genetic discrimination in employment and health insurance; and genetic research such as with stored tissues. Prerequisites: Nursing and physician assistant students and prior health care ethics course.

CCM 537 (CCM 437). Exploring Good Leadership (3).

Two premises underline this course: (1) Because of widespread deficiencies in leadership to address the complex and critical issues that threaten humankind, there is an urgent need for broadly educated, ethical leaders and (2) anyone who is an undergraduate, graduate, or professional student may be called to exert leadership now or in the future. This course will critically examine the skills and characteristics of good leaders, whether the leader operates on campus, in the local government, or in the world, and how they may be adapted to one's own style of leadership. Using short essays, reference materials,

scenarios, interviews of leaders, and the students' own experiences, the topics explored will be, for example, What is Ethical Leadership?; Who Can Be a Leader?; How can Leadership be created?; Integrity and Reputation; Use of Power; Education of Leaders; Motivation and Higher Principles; Knowing Oneself; Learning from Heroes Mentors and Peers; Communicating Effectively; Listening with a Prepared Mind; Evolution and Ethical Behavior; and Leadership Style.

CCM 538. Global Health Policy (3).

Global health is changing exponentially as shifts in global economy, climate, globalization of risk, emergent "new" diseases, re-emergent "old" diseases in new places, re-engineered aid architecture, and increasingly more effective medical interventions become available. Opportunities for creative programming, policy-making, and employment in the international context abound. This course aims to create a learning environment that actively engages students and immerses them in global health through active reflection and discussion around current news events, live conversations with professionals in the field, real-time project collaboration with global colleagues, and relevant course exercises. The goal is to give students practical experience and immersion in global health thinking with one another and with colleagues.

CCM 539 (CCM 439). Child Health Policy (3).

Children's health is influenced by a host of factors, not least of which is policy. It may be influenced by policy directly at a medical level, or less directly at a child-serving systems level (eg. public health, education, juvenile justice). This course will cover how child health policy is developed, implemented, evaluated, and influenced, with a focus on how child health policy is influenced by circumstances beyond the traditional boundaries of "health care". Students will examine how law and medicine (specifically "child health") interact, hearing from a variety of disciplinary and community-based perspectives. Students will discuss how expertise from various sources might be joined to enhance the effectiveness of child health policy.

CCM 540 (CCM 440). Disability, Medicine and Representation (3).

This course aims to bring disability and medicine into cross-disciplinary dialogue by examining representations of disability and medicine in film, literature, and medical texts. These texts and conventions are considered in light of critical discussions of representation and disability. The "medicalization" of disability is examined, with students invited to explore disability and ability as cultural representations, wherein bodily abilities and limitations are conditioned by subjective perceptions of "normalcy". A principal question is how to incorporate a "social model" of disability into medical education and practice. Disability studies scholars and clinicians working on disability will be guest speakers.

CCM 541 (CCM 441). Global Health (3).

This course examines global health from an anthropological perspective. It explores the political and social circumstances which shaped the development of international health. It examines how culture shapes both the conditions under which people experience

morbidity and mortality and their responses to illness. Topics considered include the development of international health, epidemiological and anthropological research methods, gender and health, reproductive health, infectious disease, health and inequality, and the health consequences of war.

CCM 542 (CCM 442). Native American Public Health (3).

This course addresses Native American Public Health in four areas. First, the course covers the historical roots of health disparities among Native Americans. Second, students will review the epidemiology of disease, risk factors, and causes of death among Native Americans in Nations across the United States. Third, the course examines indigenous food ways and the contemporary diets of Native Americans to understand the barriers to healthy diets in contemporary Native American culture. Last, the course will cover substance abuse and addictions among Native Americans and consider Native American indigenous knowledge as an adjunct to chemical dependency treatment.

CCM 543. Disability, Food and Health (3).

This course covers major theories, historical events, law, services, and research related to health and wellness for persons with disabilities, including disparities, health promotion, ethics, aging, violence, and disaster preparedness. Students will be prepared to better understand one of the largest minority populations in the United States and that people with disability constitute a group that is relevant to every facet of diversity and culture. Given that the experiences of disability touches all aspects of society, this course will prepare students to take disability into account in work related to health and well-being.

CCM 544 (CCM 444). Native American Health and Wellness (3).

This course begins with an overview of the historical roots of health disparities among Native Americans. Students will then examine the experience of diseases, risk factors, and causes of death among Native Americans in Nations across the United States, including the role of substance abuse in contributing to health disparities. The last portion of the course considers the many aspects of Native American culture that contribute to wellness, including indigenous food ways, fitness, and Native American indigenous knowledge as an adjunct to chemical dependency treatment.

CCM 545 (CCM 445). Public Health Ethics (3).

This course examines ethical issues in public health. Public health ethics is a new area of scholarship practice that addresses population-level health issues, such as issues of food stamps and health insurance, immunizations, public health research, legal and policy responses to infectious diseases and epidemics, and the role of religious and social values in setting health policy.

CCM 546 (CCM 446). Culture, Communication, and Ethics in Health Care (3).

Ethical, empathic, and effective health care involves good communication, reflection, and a social and cultural knowledge and skills. This

course provides a model for collaborative and culturally sensitive and skilled communication in health care. Through the study of ethics cases, narratives, and literature, students will analyze disparities and discrimination in health care for people who are deaf and disabled. Students will explore solutions through deaf studies, disability studies, and narrative approaches to bioethics and health care. Guest speakers will include members of the Deaf community, disability studies scholars and advocates, sign language interpreters, and health care professionals.



Environmental Studies

Environmental issues and problems arise at the interface of complex human and natural systems, and addressing them requires a synergistic combination of scientific, social and cultural knowledge. Addressing these issues and problems also requires scientific, social and cultural skills. The program described below has been designed to provide students with a comprehensive understanding of the mechanisms of society, as well as the scientific foundations of environmental science. The goal of the program is to train students to draw on their knowledge in one area to consider problems in another. Students need to understand the scientific basis of environmental issues just as much as the workings of the government agencies that have the power to address these issues. It is only through acquiring this interdisciplinary knowledge and skill-set that students can be prepared to work for a more ecologically sustainable and socially just world.

The director of the major is the director of environmental science systems; however, because of the interdisciplinary nature of the program, curricular oversight is shared with the Department of Biological Sciences.

Environmental Studies Major

Environmental Studies Major B.S.

<i>Core Requirements</i>	<i>Hours</i>
COR 100 First Year Seminar	3
WRT 101 Critical Writing	3
PHL 110 Introduction to Philosophy	3
HST 110 - HST 111 World Civilization	6
ENG 210 Major Authors	3
PHL 210 Moral Philosophy	3
Theology	3
EAC Encountering Another Culture/Language	6
ENG 310 Literature and Culture	3

Mathematics	3
Social Science	3
Natural Science	3
IDS Interdisciplinary Studies*	3
Religion	3
COR 400 Transformations	3
Visual & Performing Arts*	1
Diversity*	0

MTH 112 Introduction to Statistics II	
MTH 122 Brief Calculus	
MTH 145 Calculus I	
MTH 146 Calculus II	
One from:	3
ENG 395 Nonfiction Writing Workshop	
CMM 224 Environmental Journalism	
CMM 397 Writing Nonfiction:	
Free electives (minimum for graduation)	10-16

NOTE: Some Core requirements may be fulfilled by major requirements.

* See core section for more information. Because there have been substantial changes to the core curriculum, the above requirements may not apply to all students; for students who entered Le Moyne College prior to Fall 2013, be sure to consult with your advisor for appropriate course selection(s).

Major Requirements **Hours**

ANT 231 Environment, Culture and Power	3
BIO 191 General Biology I or CHM 151	4
BIO 192 General Biology II or CHM 152	4
BIO 470 Seminar: Environmental Topics	3
ECO 205 Economics of Public Policy Analysis	3
One from:	3
ECO 113 Principles of Microeconomics	
ECO 114 Principles of Macroeconomics	
One from:	3
BSC 128 Global Ecosystems: Costa Rica	
BSC 129 Global Ecosystems: North America	
ENS 130 Ecology of Place: England's River Thames	
ESS 121 Global Resources	
One from:	3/4
BIO 225 The Poisoning of a Planet	
BIO 230 General Ecology	
PSC 101 American National Politics	3
PSC 221 State Government and Politics	3
PSC 332 Public Policy	3
Two additional BIO, CHM, or ESS electives at 200 or higher	6-8
Two additional PSC or ECO electives at 200-level or higher (Three hours of PSC service learning counts as one elective)	6
Two from:	3
PSC 202 Methods of Political Science	
PSC 333 Environmental Politics	
PSC 340 Science Technology and Society	
SOC 265 Population/Demography	
SOC 402 Program Eval Research Methodol & Policy	

Major Support **Hours**

Two from:	6-8
MTH 110 Introduction to Statistics I (no Computer Lab)	
MTH 111 Introduction to Statistics I (with Computer Lab)	

Typical Program for **Environmental Studies Major B.S.**

First Semester	Hours	Second Semester	Hours
Freshman Year			
BIO 191	4	BIO 192	4
ECO 113	3	PSC 101	3
WRT 101	3	PHL 110	3
HST 110	3	HST 111	3
COR 100	3	ESS 128	3
Sophomore Year			
MTH 122/145	3	PSC 221	3
BIO 230	4	ECO 205	3
ENG 210	3	MTH 110 or 111	3
PHL 210	3	Theology	3
EAC	3	EAC	3
Junior Year			
PSC/SOC Elective	3	Science Elective	3/4
Science Elective	3/4	ANT 231	3
Free Elective	3	Free Elective	3
PSC 340	3	CRW 395	3
VPA	3	ENG 310	3
Senior Year			
Free Elective	3	PSC 333	3
PSC 332	3	Free Elective	3
Free Elective	3	PSC/SOC Elective	3
BIO 470	3	COR 400A	3
IDS	3	Religion	3

Environmental Studies Minor

A minor in environmental studies requires 15 credit hours, with no more than three credit hours (one course) allowable to count towards both the environmental studies minor and another major or minor.

Choose one from each group:

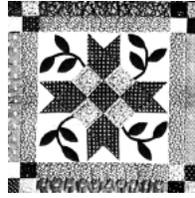
- ECO 113 or ECO 114;
- PSC 332 or ECO 205;
- PSC 333, PSC 340 or ANT 231;
- ESS 121 (2) or MGT 483 (1);

BIO/ESS 127 (2), 128 (2), 129 (2) or BIO 225 (2 & 3)

1 MTH prerequisite

2 May not be used toward Core Requirements

3 BIO prerequisite



Gender and Women's Studies

Courses

ENS 130. Ecology of Place: England's River Thames (3).

This core science course seeks to combine the science of stream structure and function and its interactions with the near-stream terrestrial ecosystem with the historical and cultural development of the human populations living along that stream. Our focus will be the River Thames, chosen because it is a large river system, but at the same time one that is contained in a fairly small, logistically workable watershed within which humans have a long, rich national history.

ENS 260 (ESS 260). Sustainability: Ecological Entrepreneurship (3).

The concept and practice of Sustainable Growth and Development have generated increasing concern over the past four decades. Recently, due to a heightened focus on climate change, ecological damage, rising inequalities of resource distribution, etc., even more attention and effort have been directed toward the concept of Sustainability. This course explores the connections among science, technology, products, and markets in the service of society, (emphasizing that none of these forces works in a vacuum), in order to study the many aspects of sustainability. Students are encouraged to be entrepreneurs of sustainability, acting to find a balance among social, ecological, and economic needs. Course satisfies core natural science requirement. Sophomore standing or permission of the instructor.

Committed to understanding the experiences and perspectives of women and men as gendered beings in a variety of cultures and in different periods of time, the Gender and Women's Studies Program is one that draws on the contributions of research in the humanities, social sciences, natural sciences, business and management. The central category of analysis is gender, the socially constructed and historically variable understanding of what it means to be a woman or a man. By investigating how gender and biological differences make a difference, the Gender and Women's Studies Program offers students a broad, multi-disciplinary understanding of the way in which gender interacts with race, ethnicity, class and sexuality to condition human consciousness and to shape the social, political and cultural organization of human societies.

This minor readily complements majors in the humanities, social sciences and pre-professional programs. It will broaden students' understanding of gender issues and foster a greater awareness of the specific contributions, experiences and perspectives of women in diverse situations. The multi-disciplinary focus of the Gender and Women's Studies Program helps make students distinctive when they are entering the job market or applying for graduate school.

Gender and Women's Studies Minor

In order to complete a minor in the Gender and Women's Studies Program, students must take GWS 101, GWS 401 and nine other credit hours cross-listed with courses offered by the Gender and Women's Studies Program and selected in consultation with the program director. No more than three credit hours may normally come from the allied Gender and Women's Studies Program curriculum and no more than six credit hours may normally come from any single department. The pass/fail option may not be used to fulfill requirements for the minor. Please consult the program director if you have any questions.

Major Requirements

Hours

Allied GWS Courses

- GWS 200 Cultural Myths and Cultural Realities
- GWS 213 People & Cultures Southeast Asia
- GWS 231 Marriage and Families
- GWS 240 Social Welfare
- GWS 241 Social Inequality
- GWS 244 Race and Ethnic Relations

GWS 314 Post-Colonial Literature and Theory
 PHL 356 Philosophy of Body
 GWS 323 The Social Production of Space
 GWS 329 History of Latin Amer Social Movements
 GWS 335 Equal Employment Opportunity
 GWS 346 Victorian Poetry and Prose
 GWS 347 The Victorian Novel
 GWS 351 Critical Approaches to Film
 ENG 364 Modern American Fiction
 GWS 357 Modern European Drama
 GWS 358 Representations of the Media in Film
 GWS 359 The Films of Alfred Hitchcock
 GWS 360-379 Special Topics
 GWS 382 African-American Literature
 GWS 383 American Ethnic Literature
 GWS 403 Religion and Globalization
 GWS 404 Literature and Psychology
 GWS 405 International Human Rights
 GWS 408 Gender and Literature
 GWS 412 American Outlaws and Outcasts
 GWS 415 12 American Films: Auteurism
 GWS 422 Literature and Science
 GWS 447 Stereotypes/Prejudice/Discri

Choose 3 additional courses (only 1 being from Allied list below): 9

GWS 275 The Psychology of Women
 GWS 312 Women and Politics
 GWS 320 Women and Religion
 GWS 326 19th C English and Irish Women Writers
 GWS 334 Social Activism
 GWS 344 Gender and Society
 GWS 360-379 Special Topics
 GWS 380 Lit by Women: 17th-19th Cent
 GWS 407 Medieval and Renaissance Women
 GWS 414 American Film Noir and Femme Fatale
 GWS 416 Religion, Sex and Gender
 GWS 418 Located Knowledges
 GWS 419 Contemp Irish Lit and Politics
 PGS 343 U.S. Latina Thought
 GWS 101 Women, Culture and Society 3
 GWS 401 Theories of Sex and Gender 3

Courses

GWS 101. Women, Culture and Society (3).

This survey course offers an interdisciplinary exploration of the role that gender has played in history and culture and continues to play in the experiences of women and men. It considers the impact of gender, race/ethnicity, class and sexuality in examining topics such as health,

violence, family, work, science, art, politics and spirituality. Using primary texts from a variety of sources, the course introduces students to a range of women's studies topics that will interest and challenge both women and men. Required of all Women's Studies minors. Fulfills Core requirement(s): DIV, IDS.

GWS 200 (PGS 200/ANT 200). Cultural Myths and Cultural Realities (3).

This course focuses on how we study other, especially non-western, cultures. In it, we look at recent critical debates on the nature of anthropological inquiry and the representations of other cultures that anthropologists have constructed. Is anthropology a science or humanity? How accurate are the anthropologists' representations of other cultures? Why do anthropologists studying the same culture come up with very different pictures of that culture? How much of the anthropologist's own personal and cultural biases are revealed in the way other cultures are described? How does the anthropologist's own theoretical perspective affect the way the data are interpreted? Is the nature of anthropological inquiry such that we can never escape biases? What kinds of methodologies do anthropologists use and what are their limitations? How can restudies enable us to refine our methods and generate more sophisticated comparative categories to use in the understanding of cultures? Fulfills Core requirement(s): DIV.

GWS 213 (PGS 213/ANT 213). People & Cultures Southeast Asia (3).

An anthropological and topical introduction to the region of Southeast Asia and the various societies and cultures found there. Topics to be discussed are: regional definition and intra-regional variation, ecology and economic systems, history and prehistory, social organization including politico-territorial systems and concepts of hierarchy and power, kinship and alliance systems, patron-client systems, ethnic groups and ethnicity, religions, gender systems, personality and communicative systems such as language and other conceptual and symbolic systems. The focus of the course will be on analyses that contrast with western views and that have provided a source of debate on western theories of society and culture.

GWS 231 (SOC 231). Marriage and Families (3).

A social scientific study of contemporary and historical forms of marriage and family life in America. We will compare different types of American families with family structures in other parts of the world and other historical periods. We will study interactions between family systems and work, education, health care and legal systems and focus on their public policy implications.

GWS 240 (SOC 240). Social Welfare (3).

This course will provide an historical overview of social welfare policy, both public and private, as it has evolved from medieval alms-giving to modern welfare statism. Welfare's costs and benefits, structure and relationship to other parts of society will be examined. Relevant sociological theories will be reviewed, with particular attention to the way

they have been applied to problems of social welfare. The social work profession will be examined sociologically.

GWS 241 (SOC 241). Social Inequality (3).

An analysis of contemporary developments in stratification theory from both the conflict and structural-functional perspectives. Differences between and among social groups are examined in detail as they are manifested in socialization, educational opportunities, occupational status, life styles, income and health. Special emphasis is placed on the concept of class and the changing American class structure, female status attainment and poverty. Prerequisite: SOC 101 or its equivalent. Fulfills Core requirement(s): DIV.

GWS 244 (SOC 244/CJS 244). Race and Ethnic Relations (3).

Race and ethnicity are a significant aspect of American society, especially as one of the main modes of social stratification. This class will introduce students to the major sociological perspectives on race and ethnicity and will further develop their sociological understanding of and critical thinking about race in the United States. This class will also encourage students to examine race in the U.S., with an emphasis on class, gender and urban life. At the end of this class, students should be familiar with the social importance that race and ethnicity play in everyday life.

GWS 275 (PSY 275). The Psychology of Women (3).

This course explores empirical research and theory in areas of psychology relevant to women and sex roles. Topics include sex roles and sex-role stereotyping; biological and psychosocial origins of gender; and gender differences in behavior personality and abilities. Readings and class discussions encourage application of concepts to a variety of settings, including female-male relationships, parenting, education, occupation, the media, et al. Students are expected to develop an in-depth topic of special interest for a term paper and/or class presentation. Satisfies Core diversity requirement. Prerequisite: PSY 101 or permission of the instructor.

GWS 301 (ANT 301/CJS 301). Crime & Punishment Comparative Perspective (3).

This course uses social science, historical, activist, and cross-cultural perspectives to consider the process of criminalization - how certain acts come to be defined as crimes, and certain categories of people come to be considered criminals - as well as social responses to crime. This course will treat the relative concept of "crime" as a social force with special consideration on how it relates to power; legitimacy; citizenship; rights; and the social inequalities of race, class and gender. Critical exploration of these connections is applied to current challenges and ways of addressing them. Prerequisite: CJS 101, ANT 101 or 102, or permission of instructor.

GWS 312 (PSC 312/HST 344). Women and Politics (3).

The goal of this course is to make women visible and their voices audible in the study of American politics. "Politics" is broadly construed to include the politics of everyday life as well as that of national institutions. While gender politics is stressed, we will also study how race, ethnicity, class, sexual orientation, religion, disability and age affect a person's place and role in American society, culture and politics. Fulfills Core requirement(s): DIV.

GWS 314 (ENG 340/PGS 314). Post-Colonial Literature and Theory (3).

This course will introduce students to theories of colonialism through the study of world literatures. What is the impact of colonization on a culture? How do questions of language, race, class, and gender impact the experience of colonialism? Students will read novels and short works from a variety of formerly subject nations, including India, Nigeria, Egypt, and Ireland. Short segments of theory will guide and accompany these readings. Prerequisites: WRT 101 and ENG 200, ENG 210 or ENG 218. Fulfills Core Requirement(s): DIV.

GWS 315. Latin American Women Writers (3).

The course introduces students to the narrative production by women writers of Spanish America & Brazil. It explores themes and subject matter relating to women's experience in the context of questions raised by feminist criticism. It examines issues such as the engendering of subjectivity and voice, and also the critical reception of these texts in the literary canon. Finally, it addresses more general issues such as the social construction of gender and the construction of a specific feminine identity.

GWS 316 (PHL 356). Philosophy of the Body (3).

Examining both classical and contemporary texts, this course will present a variety of perspectives-metaphysical, phenomenological and cultural-on the body as a subject of philosophical exploration. Particular attention will be paid to the relationship between culture and body, contemporary attitudes toward the body and various dimensions of the experience of embodiment. Prerequisite: PHL 301 or 302 or 303. (A,B)

GWS 320 (REL 320). Women and Religion (3).

In view of the rapidly changing self-concepts and roles of women, both in the churches and in society as well as the discussion about the nature of our images of God and our use of God language, this course explores some of the implications of these changes for modern women and men. Historical, archetypal and contemporary material is used in a seminar format. Prerequisite: REL 200.

GWS 321 (PHL 355). The Anatomy of Cruelty (3).

Drawing on a combination of philosophical texts and other genres (e.g., novels, films, TV shows), this course seeks to provide students with an opportunity to study contemporary constructions of cruelty

and criminal violence. We will probe the central images and tropes that permeate contemporary depictions of cruelty and criminal violence, with an eye to discerning the philosophical sources, the socio-political contexts, and the political uses of these representations. Particular attention will be paid to the structure of torture, the philosophy of emotion and cruelty, the paradoxes of cruelty, the Gothic imagination, and the impact of social hierarchies on contemporary constructions of cruelty and criminal violence. Prerequisites or corequisites: PHL 101, 201 or the permission of the instructor.

GWS 323 (PHL 357). *The Social Production of Space* (3).

This course is an introduction to the work done in philosophy, geography and cultural studies that addresses the social production of space. In contrast to modern conceptions of space as a pre-given, homogenous and infinite grid of possible locations, the ideas of social production of space leads to a conceptualization of space as deeply textured, often conflicted and historically produced and reproduced. Key concepts to be covered are: abstract space, time-space compression, the decorporealization of space, the impact of everyday practices on spatial production, multiple spaces, raced spaces and spaces of resistance.

GWS 326 (ENG 326). *19th C English and Irish Women Writers* (3).

This course will examine literature produced by English and Irish women, respectively, during the 19th C. In particular, we will attend to the ways in which issues of particular concern to women from these respective yet interconnected nations are engaged in similar but also divergent ways. The course will not seek to apply some universal standard applicable to women from both nations, nor is its intent to substantiate any false binaries. Rather, the interest is to consider how aesthetic and narrative differences reflect differing social contexts; how the close interactions between these nations inflect the respective literary canons; how women from these nations represent one another; and how gendered issues may or may not affect, and be affected by, wider national views.

GWS 329 (HST 329/PSC 329/PGS 329). *History of Latin Amer Social Movements* (3).

Will examine peaceful Latin American social change movements in historical and global context. The civil components of violent revolutions will be examined along with peaceful social movements that confronted ruthless dictatorships across Latin America, energizing democracy and expanding ethnic rights. The course will look at how these movements re-defined gender roles and placed the economic and environmental concerns of the poor in the international spotlight.

GWS 334 (PSC 334/PGS 334). *Social Activism* (3).

An experiential and academic examination of social activism in the United States. The course first explores the meaning of citizenship and the role of activism in a democratic republic. It then focuses on how activism is done by analyzing various social movements and the impact they have had on citizenship, public policy and social change.

GWS 335 (IRL 335). *Equal Employment Opportunity* (3).

A study of discrimination in the labor market. Topics include the Age Discrimination in Employment Act, administrative practices of the EEOC and the New York State Human Rights Law. Prerequisite: HRM 301 or MOT 305 or permission of the instructor.

GWS 343 (PGS 343/PHL 326). *U.S. Latina Thought* (3).

U.S. Third World women in general and Latinas in particular have raised important philosophical questions that have enriched philosophical and feminist considerations about the nature of the self, reality, knowledge and politics. This course will involve a close reading of a number of philosophical and literary texts by U.S. Latinas from a number of different social locations.

GWS 344 (SOC 344). *Gender and Society* (3).

This course examines the processes and institutions through which gender is constructed and operates in society. It analyzes how gender serves to organize everyday life as well as how such institutions as work, education and marriage take their form according to historically variable contexts of gender relations. Gender will be considered in a cross-cultural context, as well as in interaction with race/ethnicity and class. Students will employ a variety of theoretical perspectives to examine these relationships. Prerequisite: GWS 101, PSC 101 or SOC 101.

GWS 346 (ENG 346). *Victorian Poetry and Prose* (3).

This course examines the poetry and non-fiction prose of the Victorian period, which begins with the passage of the First Reform Bill in 1832 and runs concurrently with the reign of Queen Victoria from 1837 to 1901, a period that saw a general shift away from the Romantic emphasis on individualism and subjectivism to a new emphasis on social life and social concerns, including the role of women in both private and public life; that witnessed a comparable shift away from the sanctity of nature to a new emphasis on the discoveries of natural science, including those of Charles Lyell and Charles Darwin; and that marked the unprecedented expansion of British industry and the utmost extension of the British Empire. The course will explore these developments as well as other developments in religion, art, culture and the Victorian imagination in the poetry of Tennyson, Arnold, the Brownings, the Rossettis, Swinburne, Meredith, and Hardy, as well as the non-fiction prose of Carlyle, Hazlitt, Darwin, Marx, Mill, Arnold, Ruskin, Pater, and Wilde, and/or others representative of the period. Prerequisites: WRT 101, and ENG 200, ENG 210 or ENG 218.

GWS 347 (ENG 347). *The Victorian Novel* (3).

An examination of the Victorian novel, addressing the following issues: the ways in which Victorian novels recall and revise romanticism and look forward to modernity; the influences of science, evolution, and industry on the content and form of the novel; representations of domesticity and the attempts of women novelists to rewrite or redefine heroism and tragedy; and Victorian preoccupation with the past, as it affects narrative notions of character and concep-

tions of literary history. Authors treated include Charlotte Bronte, Emily Bronte, Charles Dickens, Thomas Hardy and George Eliot. Prerequisites: WRT 101, and ENG 200, ENG 210, ENG 218.

GWS 351 (ENG 371/CMM 380/THR 371). Critical Approaches to Film (3).

An introduction to film genre, genre theory and film criticism, the course will examine the generic conventions that govern production and reception of film texts. Film genres may include the screwball comedy, the melodrama, the western, the musical, the gangster picture, film noir and others. Prerequisites: WRT 101 and ENG 200, ENG 210, or ENG 218. Fulfills Core Requirement(s): VPA.

GWS 354 (ENG 364). Modern American Fiction (3).

A study of American fiction of the modernist period (roughly 1915-1950), including representative works by many of the major fiction writers, e.g. Wharton, Faulkner, Glasgow, Hemingway, Hurston, Fitzgerald, Wright. Prerequisites: WRT 101, ENG 200/218.

GWS 355 (PHL 364). Philosophy of Science (3).

This is a meta-mathematical/meta-scientific course in philosophical analysis. The concepts to be investigated are drawn from the fields of mathematics, physics and cosmology (e.g., number, shape, gravity, force, energy, matter, space, time, infinity, singularity). Focused attention will be given to the traditional "paradoxes" associated with the attempt to understand these concepts as well as to the more contemporary "anomalies" brought to light in the investigations of physics and astrophysics. (E)

GWS 357 (THR 369/ENG 369). Modern European Drama (3).

A study of representative plays of European dramatists from the mid- 19th century to the mid-20th centuries. Prerequisites: ENG 100, ENG 200/218.

GWS 358 (CMM 358/ENG 358). Representations of the Media in Film (3).

This course is designed to explore ways in which films present myriad images of the mass media when they take as their subject matter the news, documentaries, radio, television, and the film industry itself. The course will develop students' understanding of the nature and function of mass media in American culture and the relationship between power structures and representations of gender in media industries. Prerequisites: WRT 101, ENG 200/218.

GWS 359 (ENG 378/CMM 383). The Films of Alfred Hitchcock (3).

In this course, we will examine whether Hitchcock's films can be said to constitute a coherent 'body' of work - identifying in the process potential stylistic idiosyncracies and thematic preoccupations. And we will try to come to some understanding of what is gained and what lost by thinking in these terms. We will use Hitchcock's desire to develop

a rigorously cinematic mode of presentation as a means of opening a discussion about the ways films "speak". And we will wonder, along with a handful of contemporary critics, what kind of viewer the films seek to construct. We will take the films' explicit interest in watching as a point of departure for an analysis of voyeurism and its centrality in contemporary western culture. Finally, and not incidentally, we will use the occasion the course provides to spend time watching a number of engaging films. Fulfills core Visual and Performing Arts requirement. (VPA) Prerequisites: WRT 101, ENG 200/ENG 218.

GWS 360-379. Special Topics (1-3).

Courses in this series offer an in-depth exploration of specific issues or topics in gender and women's studies. The particular content and approach taken will vary according to faculty expertise, as will the status of the course as "primary" or "allied".

GWS 380 (ENG 380/ENG 380). Lit by Women: 17th-19th Cent (3).

The works of English and American women writers from the 17th through the 19th century. Covers a wide survey of authors, including complete novels by Fanny Burney, Jane Austen, Charlotte Bronte and George Eliot. Prerequisites: WRT 101, ENG 200/218.

GWS 381 (ENG 381). Women As Art/ Women As Artists (3).

Working with the subject/object distinction made in the visual arts by thinkers like John Berger and Laura Mulvey, this class begins by examining texts in which women are portrayed as beautiful objects, then moves to texts in which women create their own artworks. In all of these works, questions of power, agency, and creativity are central. We will read novels such as Edith Wharton's *The House of Mirth*, Tracy Chevalier's *Girl with a Pearl Earring*, and Mary Gordon's *Spending*, along with A.S. Byatt's *The Matisse Stories* and a number of other short works. The course also includes art history relevant to the works being studied, and when possible, visits by artists and a trip to museums in New York City. English majors: this counts as a 'Topics' course. Prerequisites: WRT 101, ENG 210.

GWS 382 (ENG 382). African-American Literature (3).

An introduction to the wide range of African-American literature from slave narratives to present-day authors. Issues include the relation of African-American culture to dominant Anglo culture; the influence of slavery on the lives of African-Americans; African-American self-perception; the roles of gender and economic status. Authors may include Douglass, Jacobs, Chesnutt, Hurston, Hughes, Brooks, Wright, Morrison, Naylor and others. English majors earning certification in Adolescent and Dual Adolescent/Special Education will also study and practice curriculum design and instructional strategies that connect the course's content to today's multi-cultural classrooms. Only English may satisfy the EDU 303 teacher certification requirement by completing this course. Prerequisites: WRT 101, ENG 200/218.

GWS 383 (ENG 383). American Ethnic Literature (3).

Introduces students to native and immigrant voices in American literature, including Native American writers such as James Welch and Louise Erdrich; Asian American writers such as Maxine Hong Kingston and Amy Tan; and writers from Latino/a, Arab American, Jewish and other backgrounds. English majors earning state teacher certification in Adolescent and Dual Adolescent/Special Education will also study and practice curriculum design and instructional strategies that connect the course's content to today's multi-cultural classrooms. Only English majors may satisfy the EDU 303 teacher certification requirement by completing this course. Prerequisites: WRT 101, ENG 200/218.

GWS 401. Theories of Sex and Gender (3).

This interdisciplinary seminar explores the roots of contemporary theories of sex and gender by examining the rich variety of perspectives on sex and gender that have evolved since the nineteenth century. We will address cultural and biological explanations for identity formation, as well as selected topics of interest in contemporary culture and the impact of feminisms and gender studies on ways of reading classic and contemporary materials such as film, literature, and art. The course is designed not only to give students some familiarity with the history and content of feminist theories, but also to provide them with a context for considering and developing their own positions on issues concerning sex, gender, and power. Prerequisite: 3 credit hours in GWS or the permission of the director. Required of all Gender and Women's Studies minors.

GWS 403 (REL 403). Religion and Globalization (3).

The peoples of the world have increasingly come to live as a single social unit. The historical process by which this has come about is referred to as globalization. Religions have contributed to, and been affected by, globalization. While some religions aspire to become global, today many religious leaders decry globalization, and in particular the global economy, for forcing developing countries to become severely dependent on industrial and post-industrial nations. The seminar discusses the concept of globalization, investigates the globalization of religions, and pursues ethical issues concerning globalization. A case study approach encourages students to work collaboratively on topics of interest to them and to make the seminar a capstone experience in which they may integrate their work across the curriculum.

GWS 404 (ENG 404). Literature and Psychology (3).

A seminar employing psychological approaches in analyzing and writing about literary texts. In examining fiction, poetry and drama by writers from Sophocles to Toni Morrison, the course includes such topics as archetypes, defense mechanisms, psychological disorders, family dramas, therapeutic relationships, the psychology of women or the psychology of the artist. Contributions of selected psychological theorists provide a foundation for discussion of literary texts. Prior knowledge of psychology is not required.

GWS 405 (PGS 405/PSC 405). International Human Rights (3).

This course will examine the development of human right in the international system. It will explore the content of the current international human right regime -the "blue" social and political rights and the "red" economic rights, as well as "green" rights to development, a clean environment, and peace. It will explore how rights develop and are propagated and will examine the role of governments, international organizations, and non-governmental organizations in the development of rights thinking. By way of illustration, it will examine the anti-apartheid struggle in South Africa and the expansion of women's rights over the last twenty years. A one-credit integrated service learning experience may be offered with this course.

GWS 407 (HST 404). Medieval and Renaissance Women (3).

This course will explore the roles and perceptions of women in medieval and early modern periods in Europe (300-1500). We will also consider the roll of gender in history and examine how women saw themselves as wives, mothers, workers and spiritual and sexual beings. Open to seniors only. Fulfills ENG/HST senior core requirement.

GWS 408 (ENG 405). Gender and Literature (3).

Students will explore issues of gender formation and gender identity (in the United States) as described in the literature. The course covers a variety of eras as well as authors from various backgrounds. Prerequisites or corequisites: WRT 101, ENG 200/ENG 218, ENG 300.

GWS 412 (ENG 412). American Outlaws and Outcasts (3).

Exploration of American literature from a cultural perspective, particularly its fascination with characters who transgress, manipulate and confront the boundaries that demark American culture. We will focus on a variety of figures who are both powerful and marginal: writers, criminals, clowns and lovers. We will compare America's painted and tainted ladies with its masked lone rangers to see what difference gender makes in the terms and consequences of their isolation.

GWS 414 (ENG 414). American Film Noir and Femme Fatale (3).

This core course will trace the development of film noir and the femme fatale through the original cycle of noir films of the '40s and '50s to later and neo-films. We will look at the socio-historical contexts of these films in order to generate questions not only about the cultural origins and revisions of the genre, but also about the effectiveness and viability of contemporary representations of the femme fatale. Students will present submissions each week in response to films and assigned readings.

GWS 415 (ENG 415). 12 American Films: Auteurism (3).

A socio-historical study of the works of six exceptional American film directors of the twentieth century. We will approach the films of Billy

Wilder, Orson Welles, Alfred Hitchcock, Stanley Kubrick, Martin Scorsese and Woody Allen through the perspective of. 1) socio-historical context, 2) genre study, and 3) auteurism (film director as author/artist). Focus on theme of viewing and being viewed, and the larger issues of performance raised by this theme, including the process of becoming a public image and the representation of the artist-figure and actor. Significant attention to the representation of women as objects of vision.

GWS 416 (REL 412). Religion, Sex and Gender (3).

This seminar will study the religious understandings of sex and sexuality, and the role which religion plays in establishing and reinforcing gender roles. Students will explore the attitudes toward sex and sexuality found in religious art, music and literature. The course will treat the dualisms which prevail in all cultures and academic disciplines that assign different tasks and qualities to men and women. Students will also discuss the gender expectations of different religious traditions to assess the impact that such expectations have on the pursuit of knowledge. Senior core seminar. Prerequisites: REL 200, a REL 300-level course and senior standing.

GWS 418 (PHL 417). Located Knowledges (3).

This course will be an exploration of the ethical and epistemological consequences of social location. Is your understanding of the world and your ability to move responsibly in it impacted by your race, gender, class, or sexuality? As you finish your final year at Le Moyne, we will reflect on how you have been prepared to promote justice in a diverse society.

GWS 419 (ENG 419). Contemp Irish Lit and Politics (3).

This interdisciplinary core seminar will explore the major writers of post-Civil War Irish literature, focusing on the novelists, poets and playwrights who have responded to and helped shape an Ireland very different from that of the 1916 Rising. We shall read selectively in the fiction, poetry and drama of the period, with special attention to the intersection of politics and imagination in contemporary Irish culture. Prerequisites or corequisites: WRT 101, ENG 200/ENG 218, ENG 300.

GWS 422 (ENG 422). Literature and Science (3).

This course explores relationships between literature and science through a study of drama, poetry, scientific articles, and nonfiction writings about science, most of it from the 20th century. We will look at how literature represents and interprets scientific practice and concepts, and how scientific texts use literary and rhetorical techniques to communicate with and persuade audiences. Topics include women and science, the languages of science, and heroes/anti-heroes of science.

GWS 447 (PSY 447). Stereotypes/Prejudice/Discrim (3).

This course is designed to enhance the understanding of the development and persistence of stereotypes. The psychology of social cognition with regard to the accuracy and inaccuracy of those stereotypes will be addressed as well as how the inaccuracies may lead to

prejudice and discrimination. We will explore how this affects our social interactions; specifically addressing the areas of race, class and gender. Students will read book chapters and journal articles and are expected to contribute to classroom discussions of these materials. Students will also complete a writing project. Prerequisites or corequisites: PSY 101 or permission from instructor. Limited to juniors and seniors.



General Science

Students who major in general science should follow the sequence of one of the natural sciences in their freshman year. To fulfill requirements for this major they must have a three-year concentration in one natural science. At least one 300-level course and at least one 400-level course must be taken. Also, students must complete two distinct two-semester sequences in mathematics or one two-semester sequence in mathematics and one two-semester sequence in computer science. In addition, they must have at least one full year of study in two other natural sciences and one additional year of any natural science, mathematics or computer science. In order to fulfill a major requirement for the general science major, courses must fulfill the major requirements for the specific discipline's major or minor.

Students may transfer to the general science program from the biology, chemistry or physics programs. This is most easily done at the conclusion of any of the first two semesters.

General Science Major

General Science Major

<i>Core Requirements</i>	<i>Hours</i>
COR 100 First Year Seminar	3
WRT 101 Critical Writing	3
PHL 110 Introduction to Philosophy	3
HST 110 - HST 111 World Civilization	6
ENG 210 Major Authors	3
PHL 210 Moral Philosophy	3
Theology	3
EAC Encountering Another Culture/Language	6
ENG 310 Literature and Culture	3
Mathematics	3
Social Science	3
Natural Science	3
IDS Interdisciplinary Studies*	3
Religion	3

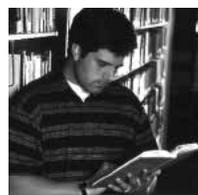
COR 400 Transformations	3
Visual & Performing Arts*	1
Diversity*	0

NOTE: Some Core requirements may be fulfilled by major requirements.

* See core section for more information. Because there have been substantial changes to the core curriculum, the above requirements may not apply to all students; for students who entered Le Moyne College prior to Fall 2013, be sure to consult with your advisor for appropriate course selection(s).

Major Requirements	Hours
Mathematics (a minimum of four semesters, of which two may be in computer science)	12-16
Mathematics/Science Option (a minimum of an additional two semesters of mathematics and/or science, including computer science)	6-8
Science (a minimum of six semesters in biology, chemistry or physics and a minimum of two semesters in each of the two other natural science)	36-40

Electives	Hours
Free Electives (sufficient to make total credits at least 120)	10-20



Integral Honors

Director: Holly Rine

The Integral Honors Program offers exceptional students both a unique educational experience and the opportunity to earn the highest academic distinction that Le Moyne College confers upon its graduates. The program serves all majors. To earn an Integral Honors degree students take a series of Honors courses taught by faculty from departments across the college and include individually, tandem, and team-taught classes. The Honors curriculum takes the place of much of the Core curriculum that all Le Moyne students complete, with a few exceptions. In addition to class work, all Honors students complete a thesis, or capstone, project. Completion of all requirements earns a student the Integral Honors degree.

Students apply for admission to the Integral Honors Program during their senior year of high school, although some spots are open for students who choose to apply once they have started their course work at Le Moyne. During the first year, students typically take four foundational Honors course in Theology, English, Philosophy, and History, where students have the opportunity to challenge themselves with in depth exploration of texts and methodologies within these disciplines.

These foundational courses include one tandem taught experience where Honors English is taught in conjunction with either Honors Philosophy or Honors Theology. This unique opportunity allows students and professors to explore and analyze common texts and themes from multiple disciplines, thus giving students a greater grounding in both disciplinarity and interdisciplinarity.

After the first year, Honors students take a series of team-taught interdisciplinary seminars on various topics. Honors students complete HON 380, in their third year. This course prepares the students to complete their Honors thesis, which explores the epistemologies and methodologies of various disciplines; each student then applies this knowledge by developing and researching his or her own interdisciplinary honors thesis project under the guidance of a professor-mentor. HON 480 continues the research and writing of the honors thesis throughout the senior year, culminating in the public presentation of the thesis project at Le Moyne's Scholars Day at the end of the spring semester.

To maintain Integral Honors status, a student must earn a minimum grade of B- in each honors course. A minimum overall GPA of 3.25 and completion of all honors courses are also required for graduation with the Integral Honors degree.

Students in the Integral Honors Program pay regular tuition but have the privilege of taking extra courses without charge. Such added hours may not be applied, however, to early graduation, and any summer, May-mester or J-mester courses require payment of regular tuition.

For further information, please see Interdisciplinary Programs or contact the program director.

College Core and Honors Sequence

Core Requirements	Hours
WRT 101 Critical Writing	3
COR 100 First Year Seminars: Transitions	3
HST 110 World Civilization I	3
Natural Science	3
Social Science	3
Religion*	3
Math	3
Encountering Another Culture (EAC)	3
Other Requirements	Hours
HON 110 Integrl Hon Interdiscipl Seminar I: Phl	3/3
HON 111 Integrl Hon Interdiscipl Seminar I: Eng	3
HON 112 Intgrl Honrs Interdisc Semimar I: THE	3
HON 115 World Civilizations-Honors	3

HON 215 Integral Honors Id Seminar 2	4
HON 225 Integral Honors Id Seminar 3	4
HON 320 The World of the Other *	3
HON 380 Interdisciplinary Honors Thesis Research	3
HON 480 Honors Thesis Project	3

The remainder of the student's program depends on the choice of major.

** Other courses will be developed that will also fulfill this requirement.*

Typical Program for **College Core and Honors Sequence**

<i>First Semester</i>	<i>Hours</i>	<i>Second Semester</i>	<i>Hours</i>
Freshman Year			
HON 110 or HON 112	3/3	HON 111/112 or 110/112	3
		HON 115	3
Sophomore Year			
HON 215	4	HON 225	4
HON 320/Study Abroad*	3		
Junior Year			
		HON 380**	3
Senior Year			
HON 480	3		

** Please consult program director for additional requirements*

*** Elective credit in the major with permission of department chair*

Courses

HON 110. Integrl Hon Interdiscipl Seminar I: Phl (3/3).

Offered every spring semester, tandem-taught Interdisciplinary Seminar 1 is the first required course in the Honors Program curriculum. The tandem courses will be English and Philosophy one year, alternating with English and Theology the next year, with students receiving 3 credits for each course in the tandem seminar. Students must enroll in both courses the same semester, as the course readings and assignments are coordinated by the two professors to provide opportunities for team-teaching, interdisciplinary paper topics and writing workshops, joint guest lectures, and common co-curricular activities. Interdisciplinary Seminar 1, a writing-instructional seminar, introduces students to honors-level critical reading and critical writing in the humanities disciplines. Daily class discussions of the reading assignments enhance students' critical thinking and reading skills while modeling the art of respectful and effective intellectual debate. At least one assignment will include an off-campus curricular or co-curricular activity.

HON 111. Integrl Hon Interdiscipl Seminar I: Eng (3).

Offered every spring semester, tandem-taught Interdisciplinary Seminar 1 is the first required course in the Honors Program curriculum. The tandem courses will be English and Philosophy one year, alternating with English and Theology the next year, with students receiving 3 credits for each course in the tandem seminar. Students must enroll in both courses the same semester, as the course readings and assignments are coordinated by the two professors to provide opportunities for team-teaching, interdisciplinary paper topics and writing workshops, joint guest lectures, and common co-curricular activities. Interdisciplinary Seminar 1, a writing-instructional seminar, introduces students to honors-level critical reading and critical writing in the humanities disciplines. Daily class discussions of the reading assignments enhance students' critical thinking and reading skills while modeling the art of respectful and effective intellectual debate. At least one assignment will include an off-campus curricular or co-curricular activity.

HON 112. Intgrl Honrs Interdisc Seminar I: THE (3).

Offered every spring semester, tandem-taught Interdisciplinary Seminar 1 is the first required course in the Honors Program curriculum. The tandem courses will be English and Philosophy one year, alternating with English and Theology the next year, with students receiving 3 credits for each course in the tandem seminar. Students must enroll in both courses the same semester, as the course readings and assignments are coordinated by the two professors to provide opportunities for team-teaching, interdisciplinary paper topics and writing workshops, joint guest lectures, and common co-curricular activities. Interdisciplinary Seminar 1, a writing-instructional seminar, introduces students to honors-level critical reading and critical writing in the humanities disciplines. Daily class discussions of the reading assignments enhance students' critical thinking and reading skills while modeling the art of respectful and effective intellectual debate. At least one assignment will include an off-campus curricular or co-curricular activity.

HON 115. World Civilizations-Honors (3).

Through extensive readings of both primary and secondary sources this course surveys the most important developments, issues, accomplishments and problems of Western civilization since approximately 1800, discusses the impact of that civilization on major world civilizations, and examines the development of African, Asian, Islamic, Native American and Latin American civilizations since 1800. Emphasis will be placed on the issues surrounding colonialism and its impact through Asia, Africa and the Americas. As with all Honors courses, this course will be Writing Instructive with a heavy emphasis on the production of a research paper. Students will be required to submit a research proposal, annotated bibliography, and at least one initial draft of their research paper. Prerequisite: Acceptance into the Honors Program.

HON 215. Integral Honors Id Seminar 2 (4).

Offered every fall semester, HON 215 is a team-taught seminar that honors students typically take in their second year. The seminar topic crafted by the two professors teaching the course is narrowly focused for a deep and intense engagement with the course material. Each HON 215 seminar explores a specific theme or historical moment by integrating several disciplines and concentrating on a select number of texts from those disciplines. HON 215 includes at minimum the disciplines of literature, philosophy, theology/religious studies, and history, as well as other disciplines of the instructors' choosing. Daily class discussions enhance students' critical reading skills and model the art of respectful and effective intellectual debate. Writing assignments in this writing-instructive/writing-intensive course focus on critical writing about interdisciplinary texts and themes; writing assignments will include one 10-12 page critical paper. At least one assignment will include an off-campus curricular or co-curricular activity. Prerequisites: WRT 101, HON 111(ENG). Open only to students in the Integral Honors Program.

HON 225. Integral Honors Id Seminar 3 (4).

Offered every spring semester, HON 225 is a team-taught interdisciplinary seminar that honors students typically take in the spring semester of their second year. The seminar topic crafted by the two professors teaching the course is narrowly focused for a deep and intense engagement with the course material. Each HON 225 seminar explores a specific theme or historical moment by integrating several disciplines and concentrating on a select number of texts from those disciplines. HON 225, like the other team-taught honors seminars, includes coursework in the disciplines of literature, philosophy, religion, history, and other disciplines of the faculty team's choosing. Daily class discussions not only enhance students' critical reading and speaking skills but teach the art of respectful and effective intellectual debate. At least one assignment in HON 225 will include an off-campus curricular or co-curricular activity. Writing assignments in this writing-instructive course focus on critical writing about interdisciplinary themes and texts. The major writing assignment in HON 225 is designed to prepare students for the honors thesis: The Interdisciplinary Research Project, a semester-long project of the student's choosing entailing scholarly research. The IRP can be a creative project, a natural or social science research study, or some other scholarly or artistic project of the student's devising. For students who study abroad or need to accelerate their honors thesis writing schedules, HON 225 may be taken together with HON 380, with permission from the Honors Director secured in the student's second year. Prerequisites: WRT 101; HON 111. Open Only to Integral Honors Program students.

HON 320. The World of the Other (3).

An interdisciplinary course on the contemporary world that will address philosophical, social, religious, literary, and scientific issues from diverse perspectives but fully immersed within a context of modernization, underdevelopment, dependency. Taught on campus and in Latin America by Le Moyne College faculty. Prerequisites: HON 111 and either HON 110 or 112, or permission by Honors Director.

HON 351. Interdisciplinary Seminar: Bioethics (3).

When and where the implications and practices of biological sciences meet ethics we have bioethics. This course introduces students to a variety of current ethical issues in biology including topics in genetics and biotechnology, reproductive technology, environmental issues such as biodiversity and use (and abuse) of natural resources, and biomedical ethics. Understanding and application of value choices and ethics is emphasized. Prerequisites: HON 215 or permission from Honors Director.

HON 380. Interdisciplinary Honors Thesis Research (3).

In this course, each Honors student chooses or creates an interdisciplinary honors thesis project in consultation with the Honors director, who teaches the course, and with a faculty mentor of the student's choosing. Creative and artistic projects, science, social science, and business research studies, historical research papers, and other interdisciplinary projects are all acceptable as thesis projects when informed by sustained academic research. Students research their thesis projects throughout the semester and complete their research by the end of the course. At mid-semester, each student submits a thesis proposal that must be approved before he or she may continue with the thesis. As the final writing assignment for the course, each student writes a rough draft of the thesis introduction and an analytical review of the current scholarly research in the field of his or her thesis. Prerequisites: HON 110 or HON 112; HON 111; HON 225.

HON 480. Honors Thesis Project (3).

Under the direction of a mentor, the honors student accomplishes an independent project as the culmination of his or her work in the Integral Honors Program.



Library

Courses**LIB 100. Library & Info Research Strat (1).****LIB 280 (CHM 280/PHY 280). Info in Chemistry & Physical Sciences (1).**

This course will introduce the changing information landscape in chemistry and the physical sciences to help students become effective database and "free web" searches. Students will also become familiar with the social and ethical issues relating to the production and use of scientific information in an increasingly digital society.

LIB 380 (BIO 380). Information in the Biological Science (1).

This course will introduce the changing information landscape in the biological sciences, and help students become advanced database and "free web" searchers. Students will also become familiar with the social and ethical issues relating to the production and use of scientific information in an increasingly digital society.



Peace and Global Studies

Peace and global studies is an interdisciplinary major designed to provide students with a way to understand the origins, challenges and ethical problems of the contemporary world. Students who take this major explore how the concepts of justice and peace are linked to issues of economics, labor relations, the environment, religion, gender and family, law and human rights, communications and culture.

As an interdisciplinary major, not all courses are offered by one department. Rather, courses are drawn from various fields in the humanities, (history, philosophy, religious studies) the social sciences (political science, anthropology, sociology) and foreign languages.

An important component of peace and global studies is the study of foreign languages. Majors are required to take six credits beyond intermediate in one language and pass a proficiency examination.

Peace and global studies majors are also required to take PGS 201, an interdisciplinary introduction to peace and global studies, and a capstone course. Peace and global studies majors are required to spend at least one semester abroad. They are also encouraged to participate in internship programs and service learning.

In addition to these requirements, peace and global studies majors are required to identify a thematic and regional specialization for their course of study. The letters T or R, listed at the end of course descriptions, indicate to which specialization the course is associated.

Thematic Specializations

Human Rights & Democratization
Violence
Peace and Reconciliation
International Relations
Cross-Cultural Encounters

Regional Specializations

Sub-Saharan Africa
Latin and South America
Europe
Asia
The Middle East & North Africa

Peace and global studies majors are well positioned to find careers in government service, non-governmental organizations or to pursue graduate studies and professional training in law, management and public policy.



Medieval Studies

The medieval studies minor at Le Moyne College offers students the opportunity to explore the development of cultures and societies from the fifth through the 15th centuries. The student will examine the Middle Ages by studying across a variety of disciplines, including classical studies, history, literature, philosophy and religious studies.

The minor is designed to enable students to connect courses in several departments, allowing them to approach the medieval world from an interdisciplinary perspective. One of the strengths of the medieval studies minor at Le Moyne is the international breadth of course offerings available to students.

Students completing the medieval studies minor must take five courses from the list of approved courses; a minimum of four of those courses must focus explicitly on the Middle Ages. Students interested in the minor may contact Dr. Erin Mullally in the English department.

Minor Requirements

- Two English electives focusing on the medieval period
- One history or religious studies elective from the approved list
- Two additional courses in any discipline focusing on the Middle Ages, or one course in medieval subject matter and one course in an adjacent historical period such as the Greek and Roman world or the European renaissance

The study of Latin is strongly encouraged. Three credits of Latin language instruction could be used towards the minor.

Peace and Global Studies Major

Peace and Global Studies Major

Core Requirements	Hours
COR 100 First Year Seminar	3
WRT 101 Critical Writing	3
PHL 110 Introduction to Philosophy	3
HST 110 - HST 111 World Civilization	6
ENG 210 Major Authors	3
PHL 210 Moral Philosophy	3
Theology	3
EAC Encountering Another Culture/Language	6
ENG 310 Literature and Culture	3
Mathematics	3
Social Science	3
Natural Science	3
IDS Interdisciplinary Studies*	3
Religion	3
COR 400 Transformations	3
Visual & Performing Arts*	1
Diversity*	0

NOTE: Some Core requirements may be fulfilled by major requirements.

* See core section for more information. Because there have been substantial changes to the core curriculum, the above requirements may not apply to all students; for students who entered Le Moyne College prior to Fall 2013, be sure to consult with your advisor for appropriate course selection(s).

Major Requirements	Hours
Capstone Course (2)	3
Capstone Experience (3)	3
Foreign Language (1)	18
PGS 201 Introduction to Peace & Global Studies	3

Electives	Hours
Regional Specialization (4)	12
Thematic Specialization	12
Free Electives	27

(1) *Foreign Language*: Students are required to take six credit hours beyond intermediate in one living foreign language and demonstrate at least an intermediate level of proficiency according to ACTFL oral proficiency guidelines.

(2) *Course designated by Peace and Global Studies Program*

(3) *Majors are required to spend at least one semester abroad in an officially recognized academic program. The director of peace and global studies may waive this requirement in special circumstances.*

(4) *Supported regional specializations include Africa, Latin and South America, Europe, Asia and the Middle East.*

Typical Program for Peace and Global Studies Major

First Semester	Hours	Second Semester	Hours
Freshman Year			
COR 100	3	ENG/PHL	3
WRT 101	3	HST 110	3
EAC	3	EAC	3
Regional Specialization	3	MTH 110	3
Natural Science	3	Free Elective	3
Sophomore Year			
ENG/PHL	3	ENG/PHL	3
EAC	3	EAC	3
PGS 201	3	Regional Specialization	3
Thematic Specialization	3	Free Elective	3
Free Elective/REL	3	Free Elective/REL	3
Junior Year			
ENG/PHL	3	HST 111	3
EAC	3	EAC	3
Regional Specialization	3	Thematic Specialization	3
Free Elective	3	Free Elective	3
Capstone Experience	3	Free Elective	3
Senior Year			
IDS	3	Regional Specialization	3
Capstone Seminar	3	Free Elective	3
Thematic Specialization	3	Free Elective	3
Free Elective	3	Free Elective	3
Free Elective	3	COR 400A	3

All peace and global studies majors are encouraged to study abroad during their junior year.

Double Major in Peace and Global Studies and Political Science

Please see the Department of Political Science for details.

Peace and Global Studies Minor

The minor in peace and global studies is open to all majors and those students interested in gaining a global perspective on issues of history, culture, politics and conflict resolution. Minors are required to attain an intermediate proficiency in one living foreign language and take both PGS 201 and a PGS capstone seminar. Minors must take four additional courses approved by the director of peace and global studies.

Supported thematic specializations include, but are not limited to, Human Rights and Democratization, Violence, International Relations, Cross-cultural Encounters and Peace and Reconciliation.

Peace and global studies majors will design an appropriate course of study with the director of peace and global studies.

Courses

PGS 101 (ANT 101). Introduction to Anthropology (3).

This course introduces students to the basic concepts, theories and methodologies in anthropology by focusing on the classic four fields of the discipline: physical anthropology, archaeology, linguistics and cultural anthropology. This course focuses on the evolution of the human species and theories of early culture, the reconstruction of the past through archaeological analysis, the structure and usage of language as part of culture, and the description and analysis of societies and cultures utilizing comparative theories and methodologies in cultural anthropology. No prerequisite. Fulfills Core requirement(s): DIV.

PGS 102 (ANT 102). World Cultures (3).

What is it like to grow up in New Guinea? How do the Maya fit into the world system? Where do the Massai go when looking for a mate? This is a survey course to make you aware of various social structures and cultural practices around the world. By systematically analyzing many socio-cultural factors, such as subsistence, family, kinship, gender, political system, and religion the cause will illuminate basic similarities and differences among all peoples and cultures. Fulfills Core requirement(s): DIV.

PGS 105 (PSC 105). Comparative Government (3).

This course will introduce you to the comparative analysis of governments, political movements, institutions, cultures, and ideologies around the world. The course will comparatively address a variety of cases including the UK, France, Brazil, Iran, China, Russia, India, Nigeria, and the U.S. Fulfills Core Requirement(s): DIV.

PGS 200 (ANT 200/GWS 200). Cultural Myths and Cultural Realities (3).

This course focuses on how we study other, especially non-western, cultures. In it, we look at recent critical debates on the nature of anthropological inquiry and the representations of other cultures that anthropologists have constructed. Is anthropology a science or humanity? How accurate are the anthropologists' representations of other cultures? Why do anthropologists studying the same culture come up with very different pictures of that culture? How much of the anthropologist's own personal and cultural biases are revealed in the way other cultures are described? How does the anthropologist's own theoretical perspective affect the way the data are interpreted? Is the nature of anthropological inquiry such that we can never escape biases? What kinds of methodologies do anthropologists use and what are their limitations? How can restudies enable us to refine our methods and generate more sophisticated comparative categories to use in the understanding of cultures? Fulfills Core requirement(s): DIV.

PGS 201. Introduction to Peace & Global Studies (3).

This course will provide an introduction to Peace and Global Studies. The first segment of the course will examine different ways of thinking about peace and different methodologies to achieve a peaceful world. It will be interdisciplinary, examining the problem of peace from spiritual, psychological, anthropological, literary, historical, and political perspectives. The second segment of the course covers a variety of global topics and issues that are either threats to peace, pose the potential to create serious and enduring threats to the well-being of people of the world, or offer possible solutions. Taken together, the two segments of the course introduce students to some of the different approaches to peace that they will encounter and will help them to evaluate critically those approaches and perspectives. They will also have some insight into the range and complexity of the issues that are global in scope.

PGS 213 (ANT 213/GWS 213). People & Cultures Southeast Asia (3).

An anthropological and topical introduction to the region of Southeast Asia and the various societies and cultures found there. Topics to be discussed are: regional definition and intra-regional variation, ecology and economic systems, history and prehistory, social organization including politico-territorial systems and concepts of hierarchy and power, kinship and alliance systems, patron-client systems, ethnic groups and ethnicity, religions, gender systems, personality and communicative systems such as language and other conceptual and symbolic systems. The focus of the course will be on analyses that contrast with western views and that have provided a source of debate on western theories of society and culture.

PGS 223 (ANT 223/CJS 223). Global Crime (3).

This course explores illegal activity and criminalization in the context of the destabilizing effects of globalization. The course considers the transnational dimension of crime in both the developed and post-colonial parts of the world, and its connections to our own everyday lives. The course will cover the growth and character of the extra-legal networks of power and finance that shape our contemporary world, and will examine their relations with state power, corporate business, and law enforcement activities. Finally, it introduces some of the challenges of both supra-state and popular responses to illegitimate activities that are shaped by global political economy. Prerequisite: CJS 101 or ANT 101.

PGS 225 (CJS 225/SOC 225). Gangs and Criminal Community (3).

This course introduces students to gang-life as an urban phenomenon that starts in the 19th century and that in the 2000s is diffused across the margins and illicit flows of the global economy. Students will read memoirs of members of gang communities, with attention to notions of agency and iconoclasm, situating gang life in a continuum of political resistance. We will also look at the history of modern transnational gangs as a view into the history of displacement, modern war, and the pre-history to the discourses surrounding "global terrorism",

giving students the tools for a critical reading of current debates around state security, "organized crime", and sovereignty.

PGS 261 (PSC 261). International Politics (3).

A survey of some major problems associated with international politics. Special attention also is given to the study of nationalism, the nation-state, international organization (especially the United Nations), comparative foreign policies of selected nations. An integrated one-credit service learning experience may be offered in conjunction with this course.

PGS 300 (ANT 300/FLL 301). Anthropological Linguistics (3).

An introduction to the science of linguistics, focusing on the social and cultural aspects of language. Topics to be considered are: 1) language and human nature; 2) linguistic and non-linguistic forms of communication; literate and oral cultures; 4) the basic components of language; 5) meaning in language and speech; 6) language differentiation along sociological lines (race, class, gender, etc.); and 7) the relationship between language and cultural knowledge systems, especially those of non-western cultures.

PGS 303 (PSC 303). Democracy and Its Critics (3).

The term "democracy" has become synonymous with legitimate rule. But what kind of democracy is the true fountain of legitimacy? What type of institutions are best fitted for instituting democracy? What are the conditions without which democracy cannot survive? Who is included in the phrase "we, the people"? Are democratic regimes more viable in homogenous or heterogeneous societies? Can democracy be tyrannical? This course investigates historical and contemporary controversies that reflect various challenges to democracy, the forms of actual democratic politics, and the meaning of "democracy" as a concept. Fulfills Core Requirement(s): IDS.

PGS 314 (GWS 314/ENG 340). Post-Colonial Literature and Theory (3).

This course will introduce students to theories of colonialism through the study of world literatures. What is the impact colonization on a culture? How do questions of language, race, class, and gender impact the experience of colonialism? Students will read novels and short works from a variety of formerly subject nations, including India, Nigeria, Egypt, and Ireland. Short segments of theory will guide and accompany these readings. Prerequisites: WRT 101, and ENG 200, ENG 210 or ENG 218. Fulfills Core Requirement(s): DIV.

PGS 323 (ENG 323). Contemporary World Literature in English (3).

Students will read major literary works in English by writers from Africa, Asia, and the Caribbean. The principal texts have been published since the 1980s, and address issues such as colonialism and postcolonialism, national identity, globalization, migration, economic exploitation, and gender and sexuality. Prerequisites: WRT 101 and ENG 200 or 218.

PGS 329 (HST 329/PSC 329/GWS 329). History of Latin Amer Social Movements (3).

Will examine peaceful Latin American social change movements in historical and global context. The civil components of violent revolutions will be examined along with peaceful social movements that confronted ruthless dictatorships across Latin America, energizing democracy and expanding ethnic rights. The course will look at how these movements re-defined gender roles and placed the economic and environmental concerns of the poor in the international spotlight.

PGS 330 (PSY 330). Cross-Cultural Psychology (3).

Cross-cultural psychology is an approach emphasizing evaluation of psychological knowledge in the context of culture. Do the discoveries psychologists have made apply to all people from all cultures or only to some people, depending on culture? This course explores the impact of society and culture on human behavior, identity and personality development, social interaction norms, and even perceptual tendencies. We will examine what it means to say that humans are socio-cultural in nature. We will also examine those areas where humans differ, due to varied cultural experiences. Areas of interest will include education and development, views on intelligence, perceptual and cognitive processes, motivation, sex and gender and aggression. The examination of these issues will aid students in developing the ability to understand and interact with individuals and groups in other countries and in our own heterogeneous nation. Fulfills Core diversity requirement.

PGS 331. Readings in Globalization (3).

Through literature, film, and theory, this course explores the cultural and social significance of globalization and such related issues as migration, nationality, and identity. A central factor in globalization is the movement of people among different cultural locations and economic conditions, and this course will help students understand the importance of displacement in the creation of the contemporary era. Texts in this course consider what it means to identify with a plurality of linguistic, racial or cultural positions, and address the diverse yet deeply connected experiences that define contemporary global culture. Readings by authors such as Nuruddin Farah (Somalia), M.G. Vassanji (Kenya/Tanzania/Canada), and Zadie Smith (England), and films by directors such as Atom Egoyan (Canada), Hanif Kureishi (England), and Faith Akin (Germany/Turkey).

PGS 334 (GWS 334/PSC 334). Social Activism (3).

An experiential and academic examination of social activism in the United States. The course first explores the meaning of citizenship and the role of activism in a democratic republic. It then focuses on how activism is done by analyzing various social movements and the impact they have had on citizenship, public policy and social change. Fulfills Core Requirement(s): Interdisciplinary Studies (IDS).

PGS 335 (PHL 325). Asian Philosophy (3).

An examination of the main philosophical traditions of India and the Far East: Hinduism, Buddhism, Taoism and Confucianism. This course will focus upon mysticism as a primary determinant of Eastern thought and will seek to place these philosophies in their historical and cultural setting. (C,D)

PGS 336 (REL 336). Comparative Social Ethics (3).

The course is a study in comparative religious ethics. The course will guide students through the ethical perspectives that eastern, western, and indigenous religious traditions have developed on four social issues facing our world: the construction of sexuality and gender, social justice, violence and the environment. Prerequisite: REL 200.

PGS 343 (PHL 326/GWS 343). U.S. Latina Thought (3).

U.S. Third World women in general and Latinas in particular have raised important philosophical questions that have enriched philosophical and feminist considerations about the nature of the self, reality, knowledge and politics. This course will involve a close reading of a number of philosophical and literary texts by U.S. Latinas from a number of different social locations.

PGS 344 (PSC 344/CJS 343/SOC 343). Immigration (3).

This course examines the topic of immigration from multiple perspectives: historical comparison between current and previous waves of immigrants, political debates over what we should do locally and nationally, the complex economic and social impacts of immigrants (both legal and unauthorized), the changing legal environment, comparative immigration policies, and the post-9/11 national security implications of immigration. This course aims to have you explore and challenge your own views, try to make sense of competing arguments and evidence, and gain a respect for perspectives not your own. A visit to the National Immigration Museum at Ellis Island is planned.

PGS 350 (HST 350). State and Faith in the Middle East (3).

This course will examine how states used religion as a means of legitimacy and law as well as staged a desperate battle against religious forces from the Ottoman period until the present day. Islam will be the focus of the course, as a variety of fundamentalist/revivalist movements, the politicization of religion, and secularization efforts are examined throughout the Middle East. In addition, the role of Judaism and Christianity will be discussed in regards to the establishment and present situation of Israel and Lebanon.

PGS 353 (PHL 353). Latin American Social Philosophy (3).

This course will study some of the major philosophical trends in Latin America in the light of both the search for cultural identity and the discovery of difference in the heart of sameness. Therefore, it will also

consider those philosophies of social change which (a) provide a critique of hegemonic ideologies, (b) try to rediscover the submerged validity of pre-conquest and non-Western world views and (c) seek a dialogical integration of the diversity of voices in Latin America. (A,C)

PGS 358 (HST 358). The Cold War & Global Confront 1945-1964 (3).

An intensive study of superpower confrontations and conflicts from 1945 through 1964. Soviet and American attitudes and ideologies, the roots and origins of the Cold War, the nuclear arms race, crises and clashes in Europe and the Third World, social and cultural impacts.

PGS 362. International Law (3).

The course will examine the theory and practice of International Law (IL) with reference to various events, which shaped the development of international law in all its forms (norms, rules, principles, precedent, custom, treaties etc). The course will emphasize current international legal norms and possibilities for future development.

PGS 363 (PSC 363). U.S. Foreign Policy (3).

This course will examine how the foreign policy of the United States is made. It will look at the sources of foreign policy, the factors which influence its formation, and the substance of past and present U.S. policies. A one-credit integrated service learning experience may be offered with this course.

PGS 364 (LGS 362/PSC 362). International Law (3).

The course will examine the theory and practice of International Law (IL) with reference to various events, which shaped the development of international law in all its forms (norms, rules, principles, precedent, custom, treaties etc). The course will emphasize current international legal norms and possibilities for future development.

PGS 365 (REL 363). Religions of Asia (3).

The practices, beliefs and history of Hinduism, Buddhism (including Japanese developments) and Taoism will be examined in this course. Particular attention will be given to the relationship of each tradition to its cultural context in the course of history and to problems confronting each tradition in the modern world. Prerequisite: REL 200.

PGS 366 (PSC 366). Globalization: the Politics of International Economic Relations (3).

This course focuses on the power relationships behind contemporary international economic events. Among the issues that will be addressed: trade and protectionism, multinational corporations, international debt, the opening of investment markets in Eastern Europe and Western-Third World economic relations. The basic principles of macroeconomics and international finance will be covered. Fulfills Core Requirement(s): Diversity (DIV).

PGS 367 (PSC 367). War, Peace and Violence (3).

This course will examine the theory and practice of the Just War doctrine. At the most general level, we will be concerned with the debate between realists, just war theorists and pacifists over the moral character of war. More specific topics include the justification of defensive, pre-emptive and preventive wars; humanitarian intervention; the combatant/noncombatant distinction; the distinction between direct and "collateral" harm to civilians; sieges, blockades and economic sanctions; guerrilla warfare; terrorism and reprisals; nuclear deterrence; and various religious conceptions of war and peace, especially those found in various Christian pacifist and Islamic traditions. Fulfills Core Requirement(s): IDS.

PGS 367S. War, Peace & Violence Service Learning (1).

Service learning experience

PGS 368 (REL 368). Rel Thought/Cult in Lat America (3).

This course offers a thematic examination of religious thought and culture in Latin America from the time of conquest to the present. From the perspective of cultural studies, this course explores the pervasive influence of religion in the formation of Latin America identity, culture, politics and material history. Particular attention will be given to the diversity and syncretization of religious traditions, as well as to the continuing importance and influence of pre-conquest religious ideas, values, and traditions. Topics considered include: colonialism and missionary history; influence and effects of Spanish and African religious traditions; religion and intellectual life; political movements and the theologies of liberation; relationship; relationship to U.S. Latino religious identity and traditions. Prerequisite: Rel 200.

PGS 369 (HST 359/PSC 359). Cold War & Global Upheaval, 1964-Present (3).

An intensive study of the later years of the Cold War and the post-Cold War period. Continued Soviet and American rivalry combined with efforts to control the nuclear arms race, Third World "proxy wars" such as Vietnam and Afghanistan, the collapse of the Iron Curtain and end of the Soviet Union, global adjustments to the development of a unipolar world, the rise of terrorism and jihadist tendencies, social and cultural impacts.

PGS 374 (REL 374/THE 274). African Christian Theology (3).

The course examines the encounter between African traditional religions and cultures and European Christianity during nineteenth century missionary expansion into sub-Saharan Africa. It also explores the movements that gave rise to contemporary African Christian theology. Although the course is ecumenical in scope, it places particular emphasis on the Roman Catholic theological tradition.

PGS 375 (PSC 375). The New Europe: Central & Eastern Europe (3).

This course provides a comparative analysis of the political systems in Eastern Europe from 1945 to the present. The goal of this course is to provide students with a broad perspective on the changes that took place in Eastern Europe over the last century with an emphasis on the period around and after the 1989 revolutions. Fulfills Core Requirement(s): IDS and DIV.

PGS 379 (HST 379). Modern Middle East Hist 1792 - Present (3).

The last two hundred years have been a period of profound and often troubling change for the people of the Middle East. In this period, modern technology, rapid forms of travel and communication and new ideas and concepts challenged for many the certainties of religion, family, gender, and class. A fundamental feature of these two centuries has been the growing role of Europe and Europeans in the lives of the inhabitants of the Middle East. Imperialism, colonialism and nationalism set in motion a series of events that transformed the region from a place where two great empires, the Ottoman and Qajar held sway, into a dozen independent states like Turkey, Egypt, Israel, Syria, Iraq, Jordan and Iran. This course uses the words, art, literature and thought of local people to understand the way these changes interacted with the intellectual, social and cultural dimensions of Middle Eastern life.

PGS 381 (REL 381). Christianity in Dialogue (3).

This course will explore contemporary dialogue between Christianity and other world religions, with the aim of helping students address basic questions that arise in the course of such inter-religious relationships. Students will explore some of the basic attitudes that Christian thinkers have taken toward respectful engagement of other faiths, as well as addressing the obstacles that hinder dialogue. Furthermore, Christian approaches to interfaith dialogue will be explored intensively with respect to one particular world religion or family of traditions, which may vary as the course is offered from year to year. We will enter into the contemporary dialogue between Christianity and Hinduism. Our study will focus on Hindu-Christian dialogue as it has been enacted in both personal and communal contexts. A further focus will address the performance of dialogue through the cross-cultural interpretation of canonical texts. Prerequisite/ Corequisite: REL 200.

PGS 388 (HST 388). Coca, Culture & Politics in Latin Amer (3).

Coca has been closely connected to religion and culture in Andean South America for millennia. The plant was both cultivated and controlled by the Inca and Spanish empires. Today, peasant coca growers are part of new Latin American political movements. Global demand for the drug cocaine, made from coca, finances insurgencies, civil wars, and criminal violence in Latin America. The United States and international bodies prosecute a "War on Drugs" that targets peasant growers and traditional use as much as it does criminal organizations. This course explores the local culture and international relations of

coca and cocaine. It focuses on the Latin Americans who produce and consume coca and are victimized by the violence of both the drug trade and suppression efforts.

PGS 389 (HST 389/PSC 389). Opium, Empire and State in Asia (3).

Opium is an ancient medicine that became a mainstay for European traders in Asia and the keystone of their imperial economies. After opium opened Asian states to European influence it was established as an economic necessity for multi-national empires, emerging states, and insurgencies alike. This course looks at the political, economic, and social relations of opium in Asia and the world. It examines the connections between local production and global trade in the politics of native cultures, national governments, and international relations. At the end of the semester students will be able to look at today's headlines and understand their historical roots as well their future implications. Fulfills Core: IDS.

PGS 397 (ANT 397). The Anthropology of Obesity (3).

Conversations about the obesity epidemic resonate throughout the world and the solution to growing rates of obesity often seems simple: we need to get people to exercise more and eat healthier diets. However, when viewed through an anthropological lens, obesity becomes a much more complex phenomenon, both culturally and biologically. This course will present various cultural perceptions of fatness from around the world to demonstrate that in some cultures bigger is actually viewed as a healthier outcome. Furthermore, the class will conceptualize nutritional outcomes as the culmination of political, economic, and cultural circumstances rather than merely the outcome of an individual's diet and exercise preferences. Obesity will therefore be viewed as a biocultural phenomenon and students will be encouraged to think about the relationships between biological outcomes (body sizes) and the cultural context in which these outcomes occur. The goal of this course is to ask students to think about obesity from multiple angles to being to appreciate that there is no single view of or solution to rising body weights. The broader goal is to demonstrate that anthropology can bring multi-dimensional views to help alleviate public health concerns around the world.

PGS 398 (ANT 398). Special Topics: the Anthropology of Ireland (3).

The purpose of this class is to learn about the history, culture, and languages of Ireland using an anthropological perspective. This class will encompass all four-fields of anthropology since we will read texts that discuss Irish archaeology, culture, biology, and linguistics. As such, the goal is to get a holistic understanding of life in Ireland across space and time. We will take a four-part approach to the study of Ireland beginning with an exploration of pre-Christian Ireland, followed by a discussion of colonialism and partition, then a discussion of the conflict in Northern Ireland, and concluding with an examination of life in Ireland today.

PGS 399 (SOC 399). Diversity in the City (3).

Special Topic: The course focuses on the cultural, ethnic, religious and class diversity of Paris' changing landscape. Students will use Bourdieu, Goffman, Marx, and Simmel and other theorists to understand diversity, culture and identity by studying the diversity of "the city." Through readings, documentaries and a weeklong trip to Paris students will use sociological theories on society and culture to study diversity in the city. In particular the minority populations of the immigrant French communities, the recent North African immigrant communities, and the Muslim communities will be examined. This class will also explore how religious (Catholic and Muslim) as well as ethnic diversity shapes current debates on French and European citizenship. This class concludes with a 11-12 day trip to Paris that will include visits to the Eiffel Tower, Notre Dame, the Arab Institute, Luxembourg Gardens, La Mosque (Paris' mosque) and Jardin des Plantes.

PGS 400 (BUS 400). International Business (3).

The purpose of this course is to provide students with a foundation of the basic concepts and tools for the conduct of international business. Consideration is given to the managerial and operational opportunities and problems of the company operating internationally. Emphasis is on behavioral aspects and environmental factors influencing and affecting the use of international business strategies, the development of an international orientation. The role of international business as a contributor to the company's overall business objective achievement is stressed. Prerequisite: senior standing in business or permission of the instructor.

PGS 401 (HST 403). Seminar: Mexico (3).

This course provides a detailed study of Mexico from pre-Columbian times to the present day. Themes include Maya and Aztec civilizations, the Spanish conquest, Mexico under Spanish colonial rule, the independence movements of 1810-1823, the era of the Great Reforms, the Mexican Revolution of 1910, and political, social and economic developments in contemporary Mexico. Fulfills ENO/HST senior core requirement.

PGS 402 (ECO 405). Global Economic Issues (3).

Is globalization inevitable and irreversible? Who are the winners and losers? Globalization is the process of integration of markets, politics, and legal systems. Supporters of globalization believe it increases a nation's economic growth and expands opportunities for countries to trade and realize comparative advantages in their areas of strength. Opponents believe it increases inequality within and between nations, threatens employment and living standards, thwarts labor and environmental standards, and retards social progress. This course includes a description of the principles and practices of foreign trade; mechanisms of international payments; international trade policies, international trade and financial institutions; international cartels; and defines globalization; examines its impact on trade; movement of capital and labor; diffusion of knowledge and technology, and distribution of income in the world. Prerequisite: Either ECO 113 or ECO 114

PGS 404 (REL 402). Jerusalem-The Politics of Sacred Space (3).

These courses are designed to investigate the presuppositions, structures and images that underlie the human attempt to understand basic religious issues. Through various unifying foci (such as the question of God, theory and praxis, faith and justice, etc.), students will be enabled to come to a reflective understanding of their own religious assumptions and values in the context of their previous years of study. The courses will have a seminar format, with an emphasis on student discussion and active integration of material through class presentations and written work

PGS 405 (GWS 405/PSC 405). International Human Rights (3).

This course will examine the development of human right in the international system. It will explore the content of the current international human right regime -the "blue" social and political rights and the "red" economic rights, as well as "green" rights to development, a clean environment, and peace. It will explore how rights develop and are propagated and will examine the role of governments, international organizations, and non-governmental organizations in the development of rights thinking. By way of illustration, it will examine the anti-apartheid struggle in South Africa and the expansion of women's rights over the last twenty years. A one-credit integrated service learning experience may be offered with this course.

PGS 406 (HST 406). Modern East Asia (3).

This course studies the history of China, Japan, Korea and Vietnam during the nineteenth and twentieth centuries, with emphasis on their customs and cultures and the impact on them of modernization, imperialism, revolution and war. A seminar project and oral report are required of all students. Fulfills ENG/HST senior core requirement. Fulfills Core requirement(s): DIV.

PGS 407 (HST 375/PSC 407). Southern African Politics (3).

A study of political problems and dynamics in the region of Southern Africa. Focus is on the domestic politics of the Republic of South Africa, relations among the black-ruled states and between the black-ruled states and South Africa, the role of external powers in the region and the conflict potential of contemporary problems.

PGS 408 (REL 400). Religion, Conflict, Peace/ African Context (3).

This course is designed to introduce the class to basic questions, patterns, and contemporary issues on religion, justice, and peace in an African context. As such, the course will not be centered on the presentation of a particular narrative, thematic or structural account of the history of the multiple conflict situations in Africa. On the contrary, it is the aim of this course to take a case-study approach to the problems affecting Africa. In the light of the perspectives on Peace and Global Studies Program at Le Moyne College, we shall focus on ethnicity, religion and justice in conflict situation in African problems,

it will also seek to acquaint students with how some of the socio-economic, political and religious problems affecting the continent go back to the colonial period.

PGS 409 (PHL 400). Self Knowledge, Cosmopolis & Transcendence (3).

This course pays close attention to our own historicity. Each participant will make a conscious attempt to be authentic in responding to the question, who am I, and to engage the question of the meaning of their own identity and existence in relation to the cosmos, transcendence, and society. The selected readings and pedagogy employed will serve as a maieutic- midwife- in the Socratic sense; inspiring the student to articulate who he or she is, and how she ought to live with others, care for the earth, and collaborate in originating creative healing social and environmental structures. In this connection we will engage the significance and implications of the following phenomenon: "to equip an animal with intelligence constitutes not only the possibility of culture and of science but also the possibility of every abomination that has occurred in the course of human history."

PGS 413 (HST 409). Hst & Memory in Palestine-Israel Conflict (3).

This seminar explores the Palestinian-Israeli conflict through the lens of the linked concepts of history and memory. It uses as well, the rich literature generated by the conflict to explore the connections between historiography, commemoration, museology, archaeology and power; it takes a multidisciplinary approach to an understanding of how the history of the region has been written and how the past is made to live in the lives of contemporary Palestinians and Israelis. Likewise, it interrogates how history and memory are inscribed on national and diasporan identity and problematizes phenomena like "collective memory" "transgenerational trauma" and "national history." Fulfills ENG/HST senior core requirement.

PGS 417 (HST 417/PSC 417). Seminar: African History (3).

This course introduces students to the development of African historiography. Students will interpret, analyze and critique different methodologies and have the opportunity to pursue their own specific research interests. In addition, this course will also examine the importance of the African oral tradition, European and Arabic travel literature, archeology and anthropology in the intellectual construction of Africa. This course is designed for upper-level history majors and other interested students and will fulfill the requirements of the senior core.

PGS 422 (PHL 401). Senior Sem: Phil & Politics, East & West (3).

What is the relation between free thought and the society where it originates and is expressed? Is that relation necessarily hostile? Is this hostility a Western phenomena, or is it found in the Eastern traditions as well? Can philosophy and politics ever get along? This seminar is a cross-cultural, comparative study of the relation between philosophy and the political. It is aimed in two directions: "horizontally" - that

is, we will read comparatively the founding thinkers in Chinese philosophy (Confucius and his disciples) and their U.S. "disciples" (Emerson, Thoreau) - and "vertically" - that is we will compare the use of Emerson's thought in contemporary U.S. culture with the use of Confucian teaching in contemporary Chinese culture. The seminar will help you decide whether East and West are incommensurable culturally, or whether they share the quarrel between free thought and society - that is, whether it is free thought and society that are fundamentally incommensurable.

PGS 428 (HST 428). Latin America, Since 1825 (3).

A study of the nations of Latin America from the independence period to the present. Chief emphasis on Argentina, Brazil, Chile and Mexico: their struggle for political and economic stability, their progressive urbanization and modernization and their relations with each other and with the United States. The Cuban and Nicaraguan revolutions and the policy of the United States toward Central America are also covered.

PGS 450-479. Special Topics (3).

Courses in this series offer an in-depth exploration of specific issues within the various sub-fields of peace and global studies as well as topics of current interest to instructor and students.

Graduate Information



Graduate Admission and Registration

Each graduate program admission process is guided by its own criteria and process. Please visit the individual programs for this information and www.lemoyne.edu/apply for a graduate application. If there are questions regarding the application requirements, please contact the Office of Graduate Admission at (315) 445-5444.

Registration for new graduate students is completed through the individual program departments. Please see the program information contact information to schedule an advising and registration appointment.

Tuition and Fees

Graduate students in the education, business and nursing programs are charged a per credit tuition rate. Students in the full-time cohort physician assistant studies program are charged a full-time tuition rate. Some courses have additional course fees. Please see the Bursar website for current credit hour and tuition rates.

The cost of a graduate school education is an important consideration. To assist students in financing their Le Moyne College education, the Office of Financial Aid provides information on how to apply for loans. Detailed information about financial assistance for master's degree students can be found at the Office of Financial Aid.

Program Information

Le Moyne College offers a number of master's degrees and graduate certificates. Curriculum and program overviews can be found in the following divisions:

College of Arts and Sciences

Arts Administration
MS: Arts Administration
Graduate Certificate: Arts Administration

Madden School of Business

MBA
MS: Information Systems
Graduate Certificate: Health Care Leadership

School of Graduate and Professional Studies

Education
MST, MEd: Teacher education K-12, Special Education, Literacy, TESOL
MS, CAS: School Building Leadership, School District Leadership, School District Building Leadership
MEd: Professional education (non-certification)
Graduate Certificate: Higher Education Leadership
Graduate Certificate: Adult Education

Nursing
MS, CAS: Nurse Administration, Nurse Education, Informatics and Family Nurse Practitioner

Occupational Therapy
MS: Occupational Therapy

Physician Assistant Studies
MS: Physician Assistant Studies

Graduate Policies and Procedures

Student Classifications

Matriculated

Graduate students who have fulfilled all of the entrance requirements and have been accepted as candidates for a master's degree.

Conditionally Admitted

Students who do not meet the criteria for full matriculation, but appear to have the capability to successfully complete graduate courses. An applicant is admitted with academic conditions that must be met before his or her application and status will be reviewed again and a final admission decision will be made.

Note: This is not a designation with the MBA Program or the Physician Assistant Studies Program.

Nonmatriculated

Students who have not completed the application process.

Nondegree

Students who qualify for graduate work and complete graduate courses for personal enrichment, transfer of credits to another institution or professional certification or development, not to complete a degree.

Full-time Graduate Student

The course load for full-time graduate students is at least nine credit hours.

Auditing

A student who wishes to audit a course may do so with the approval of the course instructor. Students who audit courses generally are exempt from assignments and examinations; however, requirements vary depending on the course. Under no circumstances may a student make a course change from credit to audit after the last day to add a course as listed in the Academic Calendar section. A grade of AUD is recorded on the transcript if minimum attendance standards are met. No credit is given.

- Graduate students not wanting to earn graduate credit may audit classes and must declare audit status at the time of registration and pay the audit rate.
- Participation requirements are specific to each program.

Advisement

All matriculated students are assigned an advisor in the department to which they belong for academic guidance. Availability of advisors is by posted office hours or by appointment.

Registration

- See College calendar for registration dates.
- Semester schedules: For specific information please see individual department in the catalog, contact each department or view their individual websites.
- Immunizations:

Le Moyne College requires all students to provide proof of immunization, regardless of number of credit hours. Our Immunization Report and the Meningitis Response Form must be submitted and approved before the end of the third week of class.

This policy is based on New York State Public Health Law Sections 2165 and 2167 that requires proof of specific immunizations for all students who are enrolled in 6 credit hours or more.

If the required Immunization Report and the Meningitis Response Form are not received by Le Moyne College by the 3rd week of class, the student will incur a \$100 non-refundable fine that will be placed on their account. Transfer students may submit a copy of physical/immunizations records from their previous college. Health profession programs have additional mandatory requirements.

New York State law requires the college to de-register all students taking 6 or more credit hours who are not in compliance with the regulation. Students will be unable to attend classes until the report is received and approved.

Lastly, students who are not in compliance will also have a “hold” placed on their account, and they will be unable to register for the upcoming semester. The original Immunization Report and the Meningitis Response Form may be returned in person or by mail. No faxed copies will be accepted. Both forms can also be found at: www.lemoyne.edu/wellness.

Attendance

Students are required to follow the attendance policy stated in the course syllabus.

Graduate Grading Policy

- The Registrar will report incompletes and grades of less than B to the department, and the department chair will meet with the affected students on standing. The student will be required to meet with the department chair or designee to determine academic standing and ability to progress.

- Incompletes: Students who find themselves unable to complete coursework by the end of the course should request in writing that the professor submit a grade of incomplete “I”. It is left to the professor’s discretion whether an incomplete will be granted. Documentation of student circumstances may be required. Incompletes are not given for students with a failing status in a course but can be given in extenuating circumstances when a student is unable to fulfill course requirements in a timely manner. All graduate course incompletes must be resolved within 60 days of being posted.

GPA

Students are considered in good standing if their grade point average is 3.0 or higher on a 4.0 scale, based on specific academic criteria that are found under the individual program sections of this catalog.

Retaking Courses

See individual departmental policies for specific details.

Leave of Absence, Withdrawal and Probation

- If a graduate student chooses to withdraw or take a leave of absence from the program she/he must inform her/his faculty advisor or department chair and must immediately complete an enrollment status change form available in the Registrar’s office or on line in the forms library. A student may apply for a leave of absence in accordance with the policy of his or her department. Failure to complete this form will result in administrative withdrawal from the program after one semester of not taking any coursework, and may affect readmission to the College in the future.
- Matriculated students who have earned a grade point average of less than 3.0 are placed on academic probation. Specific probation and termination policies can be found in the policies of the specific graduate departments.
- A hallmark of the School of Graduate and Professional Studies is that its students are to exhibit at all times the behaviors that represent the practice standards and norms of ethical conduct. A student will be placed on behavioral probation for a minimum of one semester for actions inconsistent with the technical and professional standards of each discipline.

Termination

Any student may be terminated for behavior and/or grade issues inconsistent with the technical and professional standards of each discipline within the College of Graduate and Professional Studies. See specific departmental guidelines.

Readmission

Students who withdraw or are academically disqualified from their graduate program must follow the college and departmental policy and procedures if they wish to re-enter their program.

Financial Information - see College website

- Audit fees: Follow college policy.
- Refund policies: Follow college policy on the academic calendar.

Academic Standards

Students are expected to observe at all times the highest ethical standards as members of the academic community. Any form of dishonesty makes a student liable to severe sanctions, including expulsion from the College.

Faculty and staff members should report all instances of academic dishonesty to the appropriate dean, i.e., the dean who has jurisdiction over the class in question. The dean will review the evidence in consultation with the faculty or staff member to determine the appropriate sanction, which may include failure in a course. The dean may impose further sanctions, such as suspension or expulsion from the College. It is expected that the dean will make a determination within a reasonable period of time following notification of an instance of academic dishonesty. The dean will send the student a findings letter after a determination is made. Additionally, that dean should notify and consult with the dean of the student's home school or college. A second instance of academic dishonesty may result in suspension and may be cause for expulsion. Students should note particularly the following seven specific policies:

- **Examination Regulations**—Students are expected to be familiar with the regulations that are posted before each semester examination period. Violation of any of these regulations makes a student liable to penalties ranging from failure in the examination to expulsion from the College.
- **Cheating**—A student who cheats on any examination is liable for penalties ranging from failure in the examination to expulsion from the College.
- **Plagiarism**—Plagiarism is the attempt to fulfill an academic requirement by using the ideas, words or work of another person and representing them as one's own. Academic conventions dictate that students and scholars must acknowledge the source of phrases and ideas that are not their own. Many ideas and phrases are so familiar that they have become the common property of all; these obviously require no documentation. However, the use of ideas or phrases that are clearly original with another author requires that the appropriate credit be given to the original author. Plagiarism undermines that basic relationship of trust that must exist between teacher and student and among students for the educational process to work. For this reason, penalties for plagiarism range from failure on the assignment to expulsion from the College. For details regarding plagiarism, consult the library's guide to plagiarism or the library services desk.
- **Assisting Cheating or Plagiarism**—A student who knowingly assists another student in cheating or plagiarism is subject to the same rules and penalties.
- **Derived Work**—Derived work is work containing material (even if modified) that has been previously submitted to fulfill the requirements of another course. Submission of derived work is allowed only with prior approval by the instructor, who may impose additional requirements (e.g., full disclosure in a citation). The penalties for unapproved submission of derived work range from failure on the assignment to expulsion from the College.
- **Class recording policy**—Students must obtain prior written

permission from the instructor before making any audio/video recordings of a class. Unless this permission explicitly states otherwise, such recordings may not be shared with or distributed to others, and must be deleted or erased at the end of the semester. The penalties for unauthorized recording, sharing, distribution or retention may range up to expulsion from the College. Any student with a disability who requires class recordings as an accommodation must be approved by the disability support services staff and must notify faculty by presenting his or her instructor a notification form to be signed.

- **Student Conduct**—Students are expected to conduct themselves in a manner that is respectful to all members of the Le Moyne community, at all times. In particular, actions or behaviors that harass, disrupt or otherwise prevent orderly conduct of a course (in the classroom or during related activities) are unacceptable. A faculty member may consult with the appropriate department chair and/or dean regarding this behavior. Students engaging in such behavior may be subject to disciplinary action, including removal from the class, cancellation of the student's registration in the class, and other penalties, up to expulsion from the College.

A student who wishes to exercise the right of appeal in these matters may request the Provost to convene a review board. This request must be in writing and submitted to the Provost's office within 5 business days of the date of the findings letter. An appeal must be based on questions of improper procedure, new evidence uncovered after the date of the findings letter, the student disputing the facts of the case, or excessively harsh sanction. A review board consists of three faculty members and one nonvoting faculty member who serves as chair. These members are appointed by the president of the Faculty Senate. At the student's request, two nonvoting student members may be appointed by the president of the Student Senate in consultation with the chair of the Academic Affairs Committee of that body.

The student has the option of appearing before the review board to answer questions and make a summary statement. Alternatively, the student may submit a written statement to the review board. The review board may recommend one of the following: (1) uphold the finding of responsibility and the sanction as originally imposed; (2) uphold the finding of responsibility but reduce the sanction; or (3) overturn the finding of responsibility. It is expected that the board will meet to review the appeal and make its recommendation within a reasonable period of time following receipt of the appeal. The review board forwards its recommendation to the Provost who makes the final decision regarding the appeal. The Provost's decision is final and is not subject to further review.

Grievance Policy

For cases in which a student feels he or she has been given an unjustifiably low grade, the following grievance procedure for grades has been established:

1. Within 30 days following the date of issuance of the grade (the date on which grades are due at the registrar's office or, in the

case of incomplete, the date on which the “I” is removed), the student shall inform the professor of his or her dissatisfaction and arrange a meeting to discuss the grade in question. At this meeting, the professor will provide the student with his or her final examination paper if it is relevant to the question.

2. If the grade decision is not satisfactorily resolved at this meeting, the student may seek the intervention of the professor’s department chair. The chair shall discuss the grievance with both the student and the professor (either individually or together) and shall make a recommendation to the student and the professor as to the disposition of the grade. If the department chair is the professor, the senior member of the department other than the course instructor shall hear the appeal.
3. If the problem has not been resolved in steps one or two above, the student may appeal to the appropriate dean. In this case, the student and the professor shall submit in writing their positions in the matter. The appropriate dean may also request a written recommendation from the department chair. (These documents are not intended to preclude meetings between the academic dean and the student, the professor and/or the department chair.) The appropriate dean shall then forward written recommendation to the student, the professor and the department chair. Within 15 days, the professor shall give written notice to the student of the final disposition of the grade with copies to the appropriate dean and the department chair.
4. The student may appeal the decision of step three (above) to the academic vice president.

Add/Drop/Withdrawal from Courses

The official dates to add, drop or withdraw from courses without academic penalty are posted on the academic calendar found on the Registrar’s website and in the College catalog.

Add a Course

Graduate students have one week from the start of Spring or Fall semester to add a course or before the second class of J-mester, Maymester or Summer courses. Any exceptions to this policy require the permission of the appropriate graduate department chair and the instructor. Physician Assistant/FNP students do not add or drop courses.

Drop a Course

Students who are dropping or withdrawing from a course should be aware of the schedule set for refund of tuition. Students must inform their program advisor to determine impact on progression. In addition, they must arrange an interview with the Office of Financial Aid, the Bursar, and the Registrar to discuss how a drop or withdrawal may affect academic standing and any financial assistance for which they may be eligible. If a student drops all courses for a semester, the student must notify the department chair.

Student Services

Le Moyne offers a variety of services to meet the academic and personal needs of students. The following information provides an overview of the facilities, programs, services and activities designed to assist students.

Student Identification Cards

Student picture IDs are issued from the Office of Campus Life and Leadership located on the second level of the Campus Center.

A current Le Moyne student ID will allow students to check out books from the library and use the facilities at the recreation center. Students with an ID card can also obtain discounts on tickets to on-campus events and attend Le Moyne basketball games free of charge.

Heights Alert Emergency Notification System

The Heights Alert system is designed to enhance and improve communication so that all members of the Le Moyne College community can stay informed in the event of an emergency on campus. This voluntary system allows students and staff to be notified by a text message to their cell phone, in the event of an emergency or campus closure. The message can also be sent to a designated email address. The system will be used only for emergency contact purposes. Subscribers to Heights Alert will pay no fees for the service, other than any regular fees associated with text messaging.

Dining Services

The Dolphin Den, located on the ground floor of Grewen Hall, features a convenience store, an upscale coffee shop and a full-service snack bar all in a large, comfortable space. A pub, located in the Campus Center, is a social space for the members of the Le Moyne Community who are 21 years of age or older.

Health Services

All full-time graduate students are required to have medical insurance and must be enrolled in a college health insurance policy that will be billed directly to the student’s account. This fee can be waived if the student can provide evidence of other insurance. If they cannot provide evidence, they will be placed on college health insurance. The waiver process is done online and the instructions will accompany the bill. All students, regardless of class status or credit hours may purchase this insurance. Information is available at the Wellness Center for Health and Counseling.

Counseling

College life can be quite stressful at times. Stress can arise about academics, relationships, family, mental health issues, and overall emotional well-being. It is a sign of courage to recognize when help is needed, and it is also the first step in solving any difficulty.

To support students in building resiliency and finding healthy and productive ways to address their concerns, students are encouraged to make an appointment at the Wellness Center for Health and Counseling, located in Romero Hall. For information about the Center, its services, its staff, and various common concerns of college students handled by the Center, visit their web page, www.lemoyne.edu/wellness

The Wellness Center offers the following:

- A holistic assessment and recommendations for treatment, which may include referrals to a variety of therapy and support groups

offered by professional counselors on campus, off-campus referrals, and short-term, solution-focused individual therapy. Intake appointments can be scheduled by calling 315-445-4195.

- Services related to substance abuse issues and concerns including assessments, support and educational groups, and short-term counseling.
- A variety of wellness programming for the campus community.
- Resources to borrow, which include brochures, books, and DVD's.
- Consultation with student, families, faculty, and staff.

For specific information consult www.lemoyne.edu/wellness, call (315) 445-4195, or visit the center in Romero Hall (across from the health office in Seton Hall).

Office Hours: 8:30 a.m. - 4:30 p.m. during the academic year. In an emergency after hours, call Campus Security at (315) 445-4444.

Campus Ministry

Campus Ministry, based in the Panasci Family Chapel, is committed to serving the entire college community from the perspective of faith and values. An attitude of respect is encouraged among all religious traditions represented by the Le Moyne population. The pastoral staff offers many opportunities in spiritual growth, community building and service in the name of justice. Through a variety of retreats students, faculty, administrators and staff are encouraged to come to a deeper awareness of the truth in their hearts and to be inspired by the call to be leaders as they serve the needs of others. Amnesty International, Habitat for Humanity and the Ignatian Teach-In are just a few of the social justice programs sponsored by Campus Ministry that embody the hallmarks of a Le Moyne College education. Participants deepen their relationship with God through consciousness-raising activities that challenge them to integrate their personal values with the call to justice.

The Alternative Break Program provides national and international service and learning opportunities for the students, faculty, administrators and staff of the College. The goal of the program is for participants to deepen their relationship with God through sharing in the lives of those living in poverty through short-term service projects and living experiences.

Campus Ministry provides opportunities for students and staff to take part in the liturgical ministries of lector, Eucharistic minister and choir member. All are welcome to come to the Campus Ministry center where they can relax and find a trusted place where both religious and spiritual concerns can be addressed.

Career Advising and Development

The mission of the Office of Career Advising and Development is to provide guidance, resources and opportunities that assist Le Moyne students in discerning career alternatives, securing employment and pursuing graduate or professional education.

Career Advising and Development offers many programs and resources to support its mission and the career development needs of its students.

Individual consultation, coaching and counseling are available with experienced career development professionals. Seminars and workshops on a variety of topics including résumé writing, interviewing and graduate school planning are offered regularly. Up-to-date resources on career alternatives, local and national employers, job opportunities and graduate school programs are maintained in a resource library as well as through a comprehensive website. Internship advisement and referral is provided. Recruitment programs featuring employers from a variety of industries are conducted on campus, through joint consortium programs in the region and online. Alumni of the College are also eligible for career services throughout their careers.

Noreen Falcone Library

The Library is located at the southwest corner of the campus. The library's collections, policies and services are discussed in a series of guides. Copies of these guides are available in the reference area, as well as on the library's home page.

The library's home page contains links to over 135 databases providing access to research materials in all disciplines, in print and electronic formats. A database of over 100 million records, contributed by over 15,000 libraries, is used for the acquisition, cataloging and interlibrary borrowing of materials. When the library does not own the materials a student needs, this system is used to borrow those materials from another library in the region, New York state or elsewhere.

Please check the College website during fall, spring and summer semesters for library hours. Summer and holiday hours are announced via (315) 445-4153. Additional information can be found at the library Web page: www.lemoyne.edu/library.

Bookstore

Located in the Le Moyne Plaza adjacent to campus, the bookstore is operated by Barnes & Noble College Booksellers and is open year-round. The campus store offers a wide selection of College-imprinted merchandise, school supplies, novelties, personal items, miscellaneous items and books of general interest. The staff will accept orders for any book not in stock.

Textbook purchases are made at the beginning of each semester. Specific rules for all textbook returns are posted at the checkout registers. Used books are bought back every day, with a special buyback at the end of the fall and spring semesters during finals week.

They will accept payment for merchandise in the forms of cash, personal checks with proper ID or any major credit card. Books and merchandise can also be ordered online at www.lemoyne.bncollege.com.

W. Carroll Coyne Center for the Performing Arts

The W. Carroll Coyne Center for the Performing Arts is home to the College theatre, music and dance programs as well as the main venue

for professional artists performing on campus. The building features a 200-seat flexible performance space with state-of-the-art lighting and

sound systems, a studio theatre, music practice rooms, a dance studio, classrooms, production shops and administrative offices.

Computer Resources

A wide variety of computing resources are available on campus linked through a campus-wide fiber optic network. These resources are managed by the Office of Information Technology, which is located in the Noreen Falcone Library. In order to keep users informed and assist them in their use of these resources, a number of printed and online publications are produced throughout the year, including a newsletter and technical bulletins. Workshops and seminars are also held on various products and services.

A service desk, staffed by professional and student consultants, is available for further assistance. It is located in the library. All new graduate students should contact the service desk for IT access information. The service desk can be reached at 315.445.4579, servicedesk@lemoyne.edu or on line at www.lemoyne.edu/ithome

All students, faculty and staff are provided accounts, without cost, on appropriate systems that provide access to general applications, such as word processing, spreadsheets, databases and programming languages, as well as email and specific applications related to their fields. Access to the library catalog and the Internet are also provided.

A number of computer facilities, located throughout the academic buildings, are available for instruction and general student use. Each room is equipped with either Windows or Macintosh computers attached to networked laser printers. A variety of general applications as well as specialized instructional applications are supported on these systems.

School of Graduate and Professional Studies





Education - Undergraduate

Chair: Stephen Fleury

Associate Professor(s): Cynthia C. Choi, Bernard F. Cooney Jr.,
Cathy Leogrande, Wen Ma, Diane Zigo

Professor(s) of Practice: Lauri P. Bousquet

Professor Emeritus: Antonio M. Eppolito, Mary L. Collins,
Patricia R. Schmidt

Visiting Assistant Professor(s): Andrea L. Tochelli-Ward

Adjunct(s): Robert P. Anderson, Lisa E. Austin, Shanelle R.
Benson Reid, Thomas A. Bersani, Julie Blumer, Patricia
Bodine-Oxford, Christopher Brown, Laura D. Brown,
Anthony P. Cardamone, William Collins, Jeffrey M. Dixe,
Sally J. Doran, Daniel Dupee, James Evans, Yaroslava D.
Fichera, Donna Fortugno-Erikson, Jaclyn M. Gangloff,
Suzanne Gilmour, Ronald Gorney, Norbert Henry, Jane Hugo,
Douglas Kazacos, Susan M. Lafex, David Lunden, Claudia
Manganelli, Janice Mazella, Gwendolyn McKinnon, Kevin
L. Michaud, Judy Morgan, Jane Neer, William Neer, Donna
M. Norton, Colleen A. O'Connor, Theresa S. Parry-Bick,
Mary Beth Past, Maureen Patterson, MaryBeth Piazza, Alicia
K. Pizzuto, Crystal Ponto, Jennifer A. Smolnik, Anthony
Sonnacchio, Annette Speech, Jeffery Sterly, Ruth K. Thurber,
Michele Traynor, Linda S. Vaught, Michael Vespi, Christine
M. Wenk, Scott Wright, Donna M. Zeolla

The education department collaborates with several arts and sciences departments and area school districts to prepare teachers who will address the needs of all children. Le Moyne preservice teachers select a major, and also complete a rigorous program of teacher education.

Le Moyne teacher candidates address state learning standards through effective pedagogy, and also attend to the social and political demands of public and private education in the world. The department administers New York state approved programs for initial certification in TESOL (grades K-12), childhood and special education (grades 1-6) and adolescent education (grades 7-12) in content areas and special education.

Mission Statement

The education department of Le Moyne College is a learning community in the Jesuit tradition, dedicated to preparing teachers for service in schools for a participatory democracy.

Applying To The Program

Students must formally declare education as part of their degree program by the end of sophomore year in order to complete the program in a timely manner. Application forms are available in the education office (Reilly Hall 101). These forms must be signed by the chair of the student's major department and the chair of the education department, and submitted to the registrar.

Additional Academic Criteria for Education Students

1. Education students must earn a grade of B or better in the following courses: EDU 150, EDU 205, EDU 215, EDU 225, EDU 303, EDU 305, EDU 315, EDU 325, EDU 335, EDU 345, EDU 355, EDU 365, EDU 375, EDU 376, EDU 400, EDU 401, EDU 402.
2. If a grade lower than B (i.e. B-) is earned in any of the courses listed above, a student must repeat the course. When this situation arises, the student will be notified in writing regarding their status in the program. The student will meet with the education chair to develop a plan for improvement.
3. A student will be allowed to repeat a course only once. If a student receives a grade below B in any two courses listed above, he/she will be dropped from the education program.
4. All teacher candidates must have a minimum 3.0 cumulative average in their education courses, 3.0 cumulative average in their major and a minimum cumulative 2.7 G.P.A. at the time of application for student teaching.
5. Students in an approved Five-Year B.A./M.S.T. program must have a 3.0 cumulative G.P.A. in their major in order to apply for admission to the M.S.T. program.
6. All teacher candidates must pass at least 6 credits in mathematics, 6 credits in science, and 6 credits in a foreign language.
7. All TESOL teacher candidates must pass at least 12 credits of foreign language.
8. These certification programs and requirements are subject to change if modifications occur in New York state education department regulations.

New York State Initial Teacher Certification Requirements

For initial certification, students are required to earn passing scores on each New York State Teacher Certification Examinations (NYSTCE)**:

- Teacher Performance Test (edTPA)
- Educating All Students Test (EAS)
- Academic Literacy Skills Test (ALST)
- Content Specialty Test (CST) for each certification area

For initial certification, students are required to complete the following workshops:

- Childhood Abuse Identification
- Schools Violence Intervention & Prevention/SAV
- Autism Training
- Dignity for All Students Act (DASA)

Students must take complete responsibility for preparing for and complying with New York State Education Department mandated certification requirements.

Upon successful completion of all degree requirements, students will be eligible for recommendation by the Education Department Credentials Officer.

Certification programs and requirements are subject to change as modifications occur in New York State Education Department regulations.

Procedures for Addressing Student Academic and/or Professionalism Concerns

When concerns about student achievement and professionalism arise, the following steps will be taken.

Reasons for concerns include:

1. The students' GPA is below a 3.0 in education course work, 3.0 in major and/or below 2.7 overall.
2. The student has demonstrated evidence of unsatisfactory content knowledge.
3. The student has missed a deadline for turning in required program paperwork.
4. The student has demonstrated behaviors and/or dispositions that do not meet the expectations of the departmental Professionalism Standards: takes initiative; demonstrates reflective practice; demonstrates dependability; demonstrates ethical conduct; projects positive demeanor; demonstrates flexibility; collaborates; provides equitable learning opportunities or all students; maintains boundaries; maintains a safe learning environment; maintains personal/professional balance.
5. The student has not completed the required number of practicum hours per semester.
6. The student received a grade below a B in a key education course. (See criteria under student teaching eligibility.)

Steps to be taken:

1. All education instructors are required to notify the department chair at mid-semester, the end of the semester, and whenever serious concerns about student achievement and professionalism arise during the semester.
2. The instructor is required to complete an Address Concerns About Students form describing the concern in writing. At that point, the instructor will meet with the student to address concerns.
3. Failure to meet the expectations proposed by instructor will result in a meeting with the department administrators. Consequences will be specifically identified for failure to achieve the expectations listed in the plan developed by the student and the instructor. These will vary with each student, depending on the nature of the concern, but may require a student to repeat a required course or withdraw from the education program. (Note: If an undergraduate student withdraws from the education program, the student is still eligible to graduate with a B.A. or B.S. degree in her/his major if all other graduation requirements have been met.)

Professional Practice Practicum

Each semester, Le Moyne students are required to complete field observation/practicum as a component of the teacher certification program. Students are required to complete a minimum of 100 hours of fieldwork, in urban, rural and suburban settings prior to preservice teaching, as part of New York state teacher certification regulations. See program outlines for required practicum hours.

The Le Moyne College Field Placement Coordinator will arrange all practicum placements. Students are NOT allowed to make their own arrangement for observation/practicum.

The goal of the observation/practicum is to serve as a bridge between the educational theory and practice taught in courses and the reality of public and private school classrooms. The host teacher will ultimately decide the nature and extent to which the Le Moyne student has opportunities to work in the classrooms (i.e. tutor one-to-one or small groups of students, teach all or part of a lesson, grade tests and quizzes, etc.). Le Moyne students are encouraged to take advantage of any opportunities provided by host teachers to become actively engaged in the classroom.

Student Teaching

Students are required to student teach for one full semester.

No other courses may be taken during student teaching. Students are discouraged from participating in other activities, including employment and athletics, during the student teaching semester. If a student must participate in any outside activity, they must meet with the chair and the field placement coordinator before student teaching begins.

The Le Moyne College Field Placement Coordinator will arrange ALL student teaching placements. Students are NOT allowed to make their own arrangements for student teaching. Every effort is made to meet the New York state education department requirement for urban, suburban and rural experience. A Le Moyne College supervisor will be assigned to observe the student teacher weekly.

Student teaching candidates are required to complete an application prior to taking their methods course. During the methods semester, student teaching candidates are required to work in both of their assigned field sites for a minimum of 20 hours at each site. This will provide the student teaching candidates with an opportunity to familiarize themselves with the buildings in which they will teach, to forge a collaborative relationship with their cooperating teachers, and plan for the student teaching semester.

In order to be eligible to student teach, students must meet the following criteria:

1. Overall G.P.A. of 2.7 or better at the time of application for student teaching
2. Education G.P.A. of 3.0 or better at the time of application for student teaching
3. Major G.P.A. of 3.0 or better at the time of application for student teaching
4. Meet the application deadline for student teaching
5. Demonstrate evidence of professional commitment
6. Grade of B or better in the following education courses:

Childhood	Adolescent	Dual Adolescent/Special Ed	TESOL
EDU 150	EDU 150	EDU 150	EDU 150
EDU 205	EDU 215	EDU 215	EDU 215
EDU 225	EDU 303	EDU 225	EDU 305
EDU 305	EDU 315	EDU 303	EDU 315
EDU 315	EDU 325	EDU 315	EDU 335
EDU 365	EDU 335	EDU 325	EDU 355
EDU 375	EDU 401	EDU 335	EDU 402
EDU 376		EDU 345	
		EDU 401	

Students who do not meet the criteria listed above must meet with the chair of the department and the field placement coordinator in order to determine the course of action to be taken.

Education Minor

It is possible for student to complete a minor in education without obtaining teacher certification. Five approved courses must be successfully completed. None of these courses may be taken pass/fail. Any student seeking a minor in education must consult with the chair of the education department.

Typical Program for Dual Childhood/Special Education (Grades 1-6)

Freshman Year

<i>First Semester</i>	<i>Hours</i>
EDU 105 Teaching in a Diverse Society	3
<i>Second Semester</i>	<i>Hours</i>
EDU 150 Contemporary Perspectives on Special Ed 3	
Freshman Year - No field observation/practicum required	

Sophomore Year

<i>First Semester</i>	<i>Hours</i>
EDU 205 Childhood Learning and Special Needs	3
<i>Second Semester</i>	<i>Hours</i>

EDU 225 Assess & Dec Making for Equity/Inclusion 3
 Sophomore Year - Students are required to complete field observation/practicum each semester they are enrolled in an education course

Junior Year

<i>First Semester</i>	<i>Hours</i>
EDU 305 Prin & Methods of Multicultural Literacy	3
EDU 315 Plan,Assessing,Managing Inclusive Clsrm	3

Second Semester

<i>Hours</i>
EDU 365 Adapting Literacy Lrn Stu W/Spec Needs 3
EDU 375 Strategies & Technol for Inclusive Clsrm 3
EDU 376 Managing Environ for Stu W/ Disabilities 3

Junior Year - Students are required to complete field observation/practicum each semester they are enrolled in an education course. A minimum of 40 hours practicum is required during the second semester.

Senior Year

First Semester

<i>Hours</i>
EDU 120 Child Abuse Workshop/SAVE Violence Prev 0
EDU 121 Autism Spectrum Disorder Training for Teacher Certification 0

EDU 122 Dignity for All Student Act (dasa) Training for Teacher Certification 0

EDU 405 Preservice Clinical Teaching Seminar 3

EDU 430 Supervised Preservice Teach/Grades 1-6 6

EDU 431 Supervised Preservice Teach (SPE 1-6) 6

Total 42

Typical Program for Adolescent Program (Grades 7-12)

Freshman Year

<i>First Semester</i>	<i>Hours</i>
EDU 105 Teaching in a Diverse Society	3

Second Semester

EDU 150 Contemporary Perspectives on Special Ed 3
 Freshman Year - No field observation/practicum required

Sophomore Year

First Semester

EDU 215 Learning in a Sociocultural Context 3

Sophomore Year - Students are required to complete field observation/practicum each semester they are enrolled in an education course

Junior Year

First Semester

EDU 303 Multicultural Literacy Methods 3

EDU 315 Plan,Assessing,Managing Inclusive Clsrm 3

<i>Second Semester</i>	<i>Hours</i>
EDU 325 Teach/Adapt Curric Content Specialists	3
EDU 335 Literacy Development in the Content Area	3
Junior Year - Students are required to complete field observation/practicum each semester they are enrolled in an education course	

Senior Year

<i>First Semester</i>	<i>Hours</i>
EDU 120 Child Abuse Workshop/SAVE Violence Prev	0
EDU 121 Autism Spectrum Disorder Training for Teacher Certification	0
EDU 122 Dignity for All Student Act (dasa) Training for Teacher Certification	0
EDU 401 Adolescent Strategies and Technology	4
A minimum of 40 hours of field experience is required during the first semester.	

<i>Second Semester</i>	<i>Hours</i>
EDU 405 Preservice Clinical Teaching Seminar	3
EDU 450 Supervised Preservice Teaching (7-9)	6
EDU 460 Supervised Preservice Teaching (10-12)	6
Total	40

Typical Program for **Dual Adolescent and Special Education Program (Grades 7-12)**

Freshman Year

<i>First Semester</i>	<i>Hours</i>
EDU 105 Teaching in a Diverse Society	3
<i>Second Semester</i>	<i>Hours</i>
EDU 150 Contemporary Perspectives on Special Ed	3
Freshman Year - No field observation/practicum required	

Sophomore Year

<i>First Semester</i>	<i>Hours</i>
EDU 215 Learning in a Sociocultural Context	3
<i>Second Semester</i>	<i>Hours</i>
EDU 225 Assess & Dec Making for Equity/Inclusion	3
Sophomore Year - Students are required to complete field observation/practicum each semester they are enrolled in an education course	

Junior Year

<i>First Semester</i>	<i>Hours</i>
EDU 303 Multicultural Literacy Methods	3
EDU 315 Plan,Assessing,Managing Inclusive Clsm	3
<i>Second Semester</i>	<i>Hours</i>
EDU 325 Teach/Adapt Curric Content Specialists	3
EDU 335 Literacy Development in the Content Area	3
Junior Year - Students are required to complete field	

observation/practicum each semester they are enrolled in an education course

Senior Year

<i>First Semester</i>	<i>Hours</i>
EDU 120 Child Abuse Workshop/SAVE Violence Prev	0
EDU 121 Autism Spectrum Disorder Training for Teacher Certification	0
EDU 122 Dignity for All Student Act (dasa) Training for Teacher Certification	0
EDU 345 Collabor&Transition Plan Stu Spec Needs	3
EDU 401 Adolescent Strategies and Technology	4

A minimum of 40 hours of field experience is required during the first semester.

<i>Second Semester</i>	<i>Hours</i>
EDU 405 Preservice Clinical Teaching Seminar	3
EDU 451 Supervised Preserv Teaching (SPE 7-12)	6
EDU 450 Supervised Preservice Teaching (7-9) or EDU 460 Supervised Preservice Teaching (10-12)	6
Total	46

Typical Program for **Teaching English to Speakers of Other Languages (TESOL)**

Freshman Year

<i>First Semester</i>	<i>Hours</i>
EDU 105 Teaching in a Diverse Society	3
<i>Second Semester</i>	<i>Hours</i>
EDU 150 Contemporary Perspectives on Special Ed	3
Freshman Year - No field observation/practicum required	

Sophomore Year

<i>First Semester</i>	<i>Hours</i>
EDU 215 Learning in a Sociocultural Context	3
<i>Second Semester</i>	<i>Hours</i>
ENG 301 Advanced Grammar and Usage	3
ANT 300 Anthropological Linguistics or FLL 302 Introduction to Language and Linguistics	3
Sophomore Year - Students are required to complete field observation/practicum each semester they are enrolled in an education course	

Junior Year

<i>First Semester</i>	<i>Hours</i>
EDU 315 Plan,Assessing,Managing Inclusive Clsm	3
EDU 305 Prin & Methods of Multicultural Literacy	3
<i>Second Semester</i>	<i>Hours</i>
EDU 335 Literacy Development in the Content Area	3
Junior Year - Students are required to complete field	

observation/practicum each semester they are enrolled in an education course

Senior Year

First Semester	Hours
EDU 120 Child Abuse Workshop/SAVE Violence Prev	0
EDU 121 Autism Spectrum Disorder Training for Teacher Certification	0
EDU 122 Dignity for All Student Act (dasa) Training for Teacher Certification	0
EDU 355 Cultural Perspect Teach Lang Aquisition	3
EDU 402 Meth Tch Esol Through Math/Sci/Soc Stud	4
A minimum of 40 hours of field experience is required during the first semester.	
Second Semester	Hours
EDU 405 Preservice Clinical Teaching Seminar	3
EDU 430 Supervised Preservice Teach/Grades 1-6	6
EDU 450 Supervised Preservice Teaching (7-9) or	
EDU 460 Supervised Preservice Teaching (10-12)	6
Total	46

* (Need 12 credit hours of foreign language)

Religion and Education Minor

The department of education in cooperation with the department of religious studies offers a minor program for religious studies majors who are prospective religion teachers or directors of religious education in a religious center.

Courses

EDU 105. Teaching in a Diverse Society (3).

This course is required of all students seeking New York state teacher certification. This course will provide an introduction to education and the profession of teaching in a democratic society. It will explore teaching from a practical as well as a theoretical point of view. An introduction to the historical, philosophical and sociological approach to the study of education in the United States will be studied while examining cultural pluralism and its impact on the American system of education. Multicultural education, the teaching of English to speakers of other languages, teaching students with disabilities and other aspects of our diverse society will be discussed. Fulfills Core Requirement(s): Diversity (DIV).

EDU 120. Child Abuse Workshop/SAVE Violence Prev (0).

This is a required course for anyone seeking New York state certification as a teacher. The purpose of this course is to provide prospective teachers with the information needed to act as a "mandated reporter" of child abuse or maltreatment. Preservice teachers will learn to recognize signs

of child abuse and maltreatment and the correct reporting procedures. The violence prevention module will also be presented to students at this workshop. Open only to students enrolled in student teaching.

EDU 121. Autism Spectrum Disorder Training for Teacher Certification (0).

This course is designed to provide preservice teachers knowledge and skills to understand the needs of students with autism. This course will address the definitions and etiology, common characteristics, evidence-based instruction and interventions, data collection strategies and use, and resources for families and students with Autism Spectrum Disorders (ASD). This training will address these issues from a position of how best to include students with autism in general education settings. Successful completion of this course will fulfill the training required for New York State certification/licensure. Only open to Le Moyne Teacher Certification candidates.

EDU 122. Dignity for All Student Act (dasa) Training for Teacher Certification (0).

This course is designed to provide preservice teachers with knowledge and skills to understand bullying from the perspective of the bully, the bullied, and the bystander. This course will address the social patterns of harassment, bullying and discrimination, marginalization and microaggressions, including acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, and gender. This training will address these issues from a proactive - rather than a reactive - position. Successful completion of this course will fulfill the harassment, bullying, and discrimination prevention and intervention training required for certification/licensure under the Dignity for All Students Act (The Dignity Act.) Only open to Le Moyne Teacher Certification candidates.

EDU 150. Contemporary Perspectives on Special Ed (3).

This introductory special education survey course covers identification and referral process, each of the 13 categories of disability as recognized by federal law, their etiology and characteristics, and best instructional strategies for each category as well as the historical underpinnings that led to this legislation. Additionally, students will gain insight into the relationship between cultural and linguistic diversity and disability, they will learn about the importance of family and techniques for working with them, and they will learn how to provide high quality instruction and supports for students with disabilities in inclusive educational settings. Perspectives on the social construction of disability will be an underlying theme throughout the course.

EDU 205. Childhood Learning and Special Needs (3).

This course is required of all students seeking New York state teacher certification in Childhood/Students with Disabilities. Students will view all children within a continuum of diversity for child learning, with acceptance for differences in learning styles and rates. A focus of

the course will be on the history of special education within the larger context of American public schools. The course will also address characteristics and intervention strategies for students with special needs across the curriculum. Understanding family perspectives in child learning will be examined from an educational framework. Multiple intelligence theory will be explored. A required two-hour per week field experience in a local school will provide the setting to observe and work with students from diverse backgrounds. Prerequisite: EDU 105.

EDU 215. Learning in a Sociocultural Context (3).

This is a required course for all teacher candidates preparing for the New York state certificate in Middle Childhood Specialist, Adolescence or Adolescence/Students with Disabilities, T.E.S.O.L., K-12, and Theatre Arts, K-12. The course will provide an overview of current knowledge on individuals with disabilities within the context of human growth and development across the lifespan. It will examine how children and youth develop and learn, and learn about the common delays in the normal mastery sequence of developmental skills as well as motivation and cognitive learning theories. The course will also cover a broad range of topics related to teaching students with disabilities including but not limited to: the various theoretical models and perspectives in the field of teaching special education; the kinds and nature of exceptionalities and special needs of children and youth; cultural and socioeconomic factors and their impact on eligibilities and programming for children and youth with disabilities; and the role of the family in the special education process. Students observe the application of these ideas in a required 20 hour field experience which will provide the setting to view and work with students from diverse backgrounds in either a local middle or high school. Prerequisite: EDU 105.

EDU 225. Assess & Dec Making for Equity/Inclusion (3).

This course is required of all students seeking New York state teacher certification in Childhood/Students with Disabilities and Adolescence/Students with Disabilities. Teachers in inclusive classrooms constantly make decisions regarding curriculum and instruction. Methods of formal and informal assessments for the Committee on Special Education process and school-based intervention teams will be discussed in detail. A case study of a student will be completed through a practicum. A required two-hour per week field experience in a local school will provide the setting to observe and work with students from diverse backgrounds. Prerequisite: EDU 205.

EDU 303. Multicultural Literacy Methods (3).

The purpose of this course is to inform students about the foundations of literacy methods for adolescent literacy development in all secondary schools. The role of basic skills, such as phonics, vocabulary development, fluency, comprehension and the reading/writing connection will be analyzed in terms of adolescent literacy development. Additionally, the theoretical framework for the course is the sociocultural perspective, a perspective that sees home, school, and community as interrelated components that inform the development of reading, writing, listening, speaking, and viewing. As a result, there will be

an emphasis on a clear understanding of diverse physical, cognitive, economic, linguistic, ethnic, and cultural diversity in rural, urban, and suburban schools. Furthermore, students will complete cultural self-analyses and cross-cultural analyses to learn the meanings of ethnocentrism, cultural conflict, and the importance of authentic literacy learning assignments. This course is also designed to assist students as they participate in service learning (tutoring and classroom observations), particularly in impoverished rural and urban schools. Finally, students will gather a bibliography of multicultural literature, materials, and resources, and create strategic plans for establishing classroom content area environments that connect home, school, and community for literacy learning. This course is required for students seeking New York state teacher certification in Adolescence (7-12), Adolescence/Students with Disabilities (7-12), and T.E.S.O.L. (Teachers of English to Students of Other Languages)(K-12). Prerequisite: EDU 215. Corequisite: EDU 315.

EDU 305. Prin & Methods of Multicultural Literacy (3).

This course is required of all students seeking New York state teacher certification in Childhood/Students with Disabilities, Middle Childhood Specialist and T.E.S.O.L. This course is designed to prepare preservice teacher (grades 1-12) for the implementation of culturally relevant literacy instruction for inclusive urban, suburban and rural settings. It also offers a training process for reading, writing, listening, speaking and viewing instruction for diverse learners, such as those students with physically handicapping conditions, students with special cognitive and emotional needs, and students learning English as a second language. Studies will alternate between the college classroom and two hours of weekly observations and participation in school classrooms. During the time in the college classroom, the focus will be on the learning and teaching of reading, writing, listening, speaking and viewing in light of theoretical perspectives and belief systems. In the school classrooms, the focus will be on students and teachers during the literacy learning process. In both settings, the preservice teacher/researcher, will explore and observe effective methods and materials including electronic texts and literacy learning computer programs; discussion and reflection will be encouraged and reported. Finally, there will be an emphasis on the use of multicultural literature across the curriculum. Prerequisite: EDU 205. Corequisite: EDU 315.

EDU 315. Plan, Assessing, Managing Inclusive Clsrm (3).

This course is required of all students seeking New York state teacher certification. Teacher candidates will become proficient in designing and analyzing curriculum, assessment techniques and curriculum materials with special emphasis on developing units of instruction and lesson plans. Students will learn to demonstrate effective instructional methods for students in inclusive settings. Specific teaching strategies that foster success along with strategies for management of behavior in inclusive classrooms will be presented. Field work experience in a school is an integral part of this course and students are expected to spend time each week in a school setting. Successful demonstration of teaching skills on a final videotape is required for formal acceptance

into the Dual Childhood/Special Education certification program.
Prerequisites: EDU 205 or EDU 215. Prerequisite or corequisite: EDU 303 or EDU 305.

EDU 325. Teach/Adapt Curric Content Specialists (3).

This course is required for all students seeking New York state certification in Adolescence and Dual Adolescence/Special Education. The focus of the course is on tools and strategies that can be used by special educators and general educators at the secondary levels to ensure appropriate curriculum planning, instruction and assessment for all students. The goal of this information is that strategies will be integrated in order to meet the various needs of all students in both general and special education settings. Emphasis will be placed on cooperative planning with a multidisciplinary team and on developmentally appropriate teaching strategies that are consistent with a student's cultural and ethnic environment. Various types of special needs will be addressed including disabling conditions; gifted, talented and creative children; limited English-proficient children; and cultural and ethnic minority children. Specific teaching strategies that foster success along with strategies for management of behavior in inclusive classrooms will be presented. Attention will be given to working with parents and ancillary personnel and making appropriate referrals. A required field experience in a local school will provide the setting to observe and work with students from diverse backgrounds. Prerequisite: EDU 315.

EDU 326. Teaching/Adapting Middle Level Curricul (3).

This course is required of all students seeking New York state teacher certification in Middle Childhood Specialist. The focus of this course is on tools and strategies that can be used by general educators at middle level to ensure appropriate curriculum planning, instruction and assessment for all students. The goal of this information is that strategies will be integrated in order to meet the various needs of all children in inclusive settings. Emphasis will be placed on cooperative planning with a multidisciplinary team and on teaching strategies that are consistent with the student's developmental and/or cultural and ethnic environment. Various types of special needs will be addressed including disabling conditions; gifted, talented and creative children; limited English-proficient children; and cultural and ethnic minority children. Specific teaching strategies that foster success along with strategies for management of behavior in inclusive classrooms will be presented. Attention will be given to working with parents and ancillary personnel and making appropriate referrals. Preservice teachers in this course will be placed in a field placement. Prerequisite: EDU 315. Corequisite: EDU 335.

EDU 335. Literacy Development in the Content Area (3).

This course is required of all students seeking New York state teacher certification in Middle Childhood Specialist, Adolescent, Adolescent/Students with Disabilities. Teachers in today's content area class-

rooms not only prepare and guide their students to learn key concepts and information, through reading, writing, listening, speaking, and viewing, but also, lead their students toward independent learning. These content area classroom settings, based on the constructivist approach, encourage inquiry learning and cooperative learning. In this course, using the constructivist perspective, future content area teachers will learn how to encourage students to learn through literacy activities. They will analyze the processes of connecting known information to new information, formulating questions, discussing issues, and discovering unique perspectives and possibilities. Diagnosis, evaluation and assessment of all students will be discussed especially through content area resources and materials including electronic texts and computer programs. Prerequisites: EDU 303 and EDU 315.

EDU 345. Collabor&Transition Plan Stu Spec Needs (3).

This is a required course for all teacher candidates preparing for the New York state dual certificate in Adolescence/Students with Disabilities. The focus of the course is on the transition of individuals with mild and moderate disabilities to all aspects of adult life. Preservice teachers will be placed in a field placement. Prerequisite: EDU 325 and EDU 335. Corequisite: EDU 401.

EDU 355. Cultural Perspect Teach Lang Aquisition (3).

This is a required course for all teacher candidates preparing for the New York state certificate in Teaching English to Speakers of Other Languages. Using ethnographic research in education, preservice teachers will study classroom settings, (K-12), which are responsive to linguistically diverse groups of students. A major focus will be the observations, models and discussions of effective strategies for teaching the language arts to students learning English as a second language. Additionally, psychological, linguistic and cultural foundations for teaching linguistically diverse students will be examined in light of current trends in the education of language minority students. Finally, traditional materials and resources, as well as electronic texts and computer programs will be examined in light of their contributions to language acquisition. Prerequisite: EDU 215.

EDU 365. Adapting Literacy Lrn Stu W/Spec Needs (3).

This course is required of all students seeking New York state teacher certification in Childhood/Students with Disabilities. This course will offer some of the approaches to the instruction of reading for students with disabilities. Principles of reading development will be explored as a foundation for all students followed by a sequence of instructional techniques for students with disabilities. Assessment and diagnosis of reading will be included. Students will become familiar with current research and practices in the field of reading instruction. A required two-hour per week field experience in a local school will provide the setting to observe and work with students from diverse backgrounds. Prerequisites: EDU 305 and EDU 315.

EDU 375. Strategies & Technol for Inclusive Clsrm (3).

This course is required of all students seeking dual New York state certification in Childhood/Students with Disabilities (1-6). In this course, students will learn to transform the core content knowledge in mathematics, science and social studies into teachable instructional units. Students will review and evaluate current materials used to teach these content areas at the elementary level. Students will learn to integrate curriculum and to incorporate skills such as writing and speaking within the instruction and assessment of the unit. A practicum will introduce the students to the schools and teachers they will be student teaching with the following year. Prerequisite: EDU 315; Corequisites: EDU 365 and EDU 376.

EDU 376. Managing Environ for Stu W/ Disabilities (3).

This course provides participants with research and best practices so as teachers they can best manage learning environments and student behaviors in the special education classroom as well as the inclusive classroom setting. Course content and assignments will include the theoretical foundations of classroom management, and effective techniques to provide physical, emotional, and social environments that are safe, supportive, and conducive to learning. Prerequisite: EDU 315. Corequisites: EDU 375 and EDU 365.

EDU 400. Middle School Strategies and Technology (4).

This course is required of all students seeking New York state certification as a Middle Childhood Specialist teacher. The course is designed to cover curriculum, instruction and assessment for students in various middle school content areas: English, mathematics, science, social studies, and languages other than English. It will focus on organization of content, assessment and management to effectively assist all students in meeting the New York state learning standard for their particular subject areas. Students will also attend a technology lab to assist them in integrating appropriate aspects of technology across their curriculum. Prerequisite: EDU 326.

EDU 401. Adolescent Strategies and Technology (4).

This course is required of all students seeking New York state certification in Adolescent or Dual Adolescent/Students with Disabilities. The course is designed to cover curriculum, instruction and assessment for students in various high school content areas: English, mathematics, science, social studies, and languages other than English. It will focus on organization of content, assessment and management to effectively assist all students in meeting the New York state learning standard for their particular subject areas. Students will also attend a technology lab to assist them in integrating appropriate aspects of technology across their curriculum. Prerequisites: EDU 315, EDU 325.

EDU 402. Meth Tch Esol Through Math/Sci/Soc Stud (4).

This is a required course for all teacher candidates preparing for the New York state certificate in Teaching English to Speakers of Other Languages. This course is designed to help preservice teachers learn the theoretical foundations and methods of communication necessary for the teaching and learning of English to speakers of other languages in the major content areas of mathematics, science, and social studies. Preservice teachers will write units of study in the content areas as well as practice writing and presenting lessons. Finally they will compile materials and resources that include electronic texts and computer programs which assist in the learning of English through content area material. Prerequisites: EDU 303, EDU 305 and EDU 315.

EDU 403. Strategies & Tech Teaching Thr Arts K-12 (4).

This course is designed to assist the entry-level theatre arts teachers develop strategies to effectively teach the theatre classes they would typically be assigned during their first year of employment in a secondary classroom, as well as teaching theatre fundamentals as special offerings in the elementary school classroom. Skills that are specific to teaching theatre are typically not offered within the framework of an undergraduate teaching degree, nor do theatre degrees normally incorporate teaching skills. This unit of study aims to rectify these inequities. Emphasis will also be placed on the methods and strategies required for successful theatrical production in the extracurricular setting (school plays & musicals).

EDU 405. Preservice Clinical Teaching Seminar (3).

This is a required course for all teacher candidates preparing for New York state teacher certification. The focus of this course is on reflection on field experiences prior to and during student teaching in order to raise tacit intuitive knowledge to a more conscious level. Classes will consist of discussions and group work, including analysis and discussion of case studies. Prerequisite: EDU 375 or EDU 400 or EDU 401 or EDU 402.

EDU 430. Supervised Preservice Teach/Grades 1-6 (6).

This is a required course for all teacher candidates preparing for the New York state dual certificate in Childhood/Students with Disabilities, T.E.S.O.L., K-12, and Theatre Arts, K-12. Teacher candidates who have successfully completed the prerequisite courses and competencies will begin teaching full time in area elementary school classes. Each teacher candidate will fulfill a teaching experience in an elementary (grades 1-6) position. Theatre arts candidates will be placed in a classroom with an emphasis on arts at the elementary level. A signed contract between the candidate and the supervising teacher ensures a gradual induction into the field of teaching. Weekly evaluations will be completed by both the cooperating teacher, the College supervisor and the preservice teacher. Prerequisite: EDU 375 or EDU 403 for Theatre Arts. Corequisite: EDU 405.

EDU 431. Supervised Preservice Teaching (SPE 1-6) Supervised Preservice Teach (SPE 1-6) (6).

This is a required course for all teacher candidates preparing for the New York state dual certificate in Childhood/ Students with Disabilities. Teacher candidates who have successfully completed the prerequisite course and competencies will begin teaching full time in area elementary school classes. Each teacher candidate will fulfill a teaching experience in an elementary (grades 1-6) Special Education position. A signed contract between the candidate and the supervising teacher ensures a gradual induction into the field of teaching. Weekly evaluations will be completed by both the cooperating teacher, the College supervisor and the preservice teacher. Prerequisite: EDU 375. Corequisite: EDU 405.

EDU 440. Supervised Preservice Teaching (5-6) (6).

This is a required course for all teacher candidates preparing for the New York State Middle Childhood Specialist Certificate. Teacher candidates who have successfully completed the prerequisite course and competencies will begin teaching full time in area departmentalized upper elementary or middle school classes. Each teacher candidate will fulfill a teaching experience in a grade 5-6 position. A signed contract between the candidate and the supervising teacher ensures a gradual induction into the field of teaching. Weekly evaluations will be completed by both the cooperating teacher, the college supervisor and the preservice teacher. Prerequisite: EDU 400. Corequisite: EDU 405.

EDU 450. Supervised Preservice Teaching (7-9) (6).

This is a required course for all teacher candidates preparing for the New York State Adolescent, Middle Childhood Specialist, Dual Adolescent/Students with Disabilities or Teaching English to Speakers of Other Languages Certificate, K-12, and Theatre Arts, K-12. Either this, or EDU 460, is a required course for all teacher candidates preparing for the New York State Dual Certification in Adolescent/ Special Education, T.E.S.O.L, and Theatre Arts. Teacher candidates who have successfully completed the prerequisite course and competencies will begin teaching full time in area middle school classes. Each teacher candidate will fulfill a teaching experience in a middle school (grades 7-9) position. A signed contract between the candidate and the supervising teacher ensures a gradual induction into the field of teaching. Weekly evaluations will be completed by both the cooperating teacher, the College supervisor and the preservice teacher. Prerequisite: EDU 400 or EDU 401 or EDU 403 for Theatre Arts. Corequisite: EDU 405.

EDU 451. Supervised Preservice Teaching (SPE 7-12) (6).

This is a required course for all teacher candidates preparing for the New York Dual Certificate in Adolescent/Special Education Certificate. Teacher candidates who have successfully completed the prerequisite course and competencies will begin teaching full time in

area middle or secondary classes. Each teacher candidate will fulfill a teaching experience in a middle or secondary (grades 7-12) Special Education position. A signed contract between the candidate and the supervising teacher ensures a gradual induction into the field of teaching. Weekly evaluations will be completed by both the cooperating teacher, the college supervisor and the preservice teacher. Prerequisite: EDU 401. Corequisite: EDU 405.

EDU 460. Supervised Preservice Teaching (10-12) (6).

This is a required course for all teacher candidates preparing for the New York state certification in Adolescent, Dual Adolescent/Special Education or Teaching English to Speakers of Other Languages, K-12, and Theatre Arts, K-12. Either this, or EDU 450, is a required course for all teacher candidates preparing for the New York state dual certificate in Adolescent/Special Education, T.E.S.O.L, and Theatre Arts. Teacher candidates who have successfully completed the prerequisite course and competencies will begin teaching full time in area secondary classes. Each teacher candidate will fulfill a teaching experience in a secondary school (grades 10-12) position. A signed contract between the candidate and the supervising teacher ensures a gradual induction into the field of teaching. Weekly evaluations will be completed by both the cooperating teacher, the College supervisor and the preservice teacher. Prerequisite: EDU 401 or EDU 403. Corequisite: EDU 405.



Education - Graduate

Chair: Stephen Fleury

Associate Professor(s): Cynthia C. Choi, Bernard F. Cooney Jr.,
Cathy Leogrande, Wen Ma, Diane Zigo

Professor(s) of Practice: Lauri P. Bousquet

Professor Emeritus: Antonio M. Eppolito, Mary L. Collins,
Patricia R. Schmidt

Visiting Assistant Professor(s): Andrea L. Tochelli-Ward

Adjunct(s): Robert P. Anderson, Lisa E. Austin, Shanelle R. Benson Reid, Thomas A. Bersani, Julie Blumer, Patricia Bodine-Oxford, Christopher Brown, Laura D. Brown, Anthony P. Cardamone, William Collins, Jeffrey M. Dixe, Sally J. Doran, Dennis R. De Perro, Daniel Dupee, James Evans, Yaroslava D. Fichera, Donna Fortugno-Erikson, Jaclyn M. Gangloff, Suzanne Gilmour, Ronald Gorney, Norbert Henry, Jane Hugo, Douglas Kazacos, Susan M. Lafex, David Lunden, Claudia Manganelli, Janice Mazella, Deborah M Cady Melzer, Gwendolyn McKinnon, Kevin L. Michaud, Judy Morgan, Jane Neer, William Neer, Donna M. Norton, Colleen A. O'Connor, Theresa S. Parry-Bick, Mary Beth Past, Maureen Patterson, MaryBeth Piazza, Alicia K. Pizzuto, Crystal Ponto, Jennifer A. Smolnik, Anthony Sonnacchio, Annette Speech, Jeffery Sterly, Ruth K. Thurber, Michele Traynor, Linda S. Vaught, Michael Vespi, Christine M. Wenk, Scott Wright, Donna M. Zeolla

Through scholarship, teaching and service, the education department at Le Moyne College is a learning community in the Jesuit tradition dedicated to preparing and inspiring teacher leaders who practice participatory democracy and social justice in their classrooms and schools.

Le Moyne's graduate programs in education are value-driven and rooted in the following beliefs about students and teachers:

First, every student must accept appropriate responsibility for his or her own education. It is the teacher's responsibility to create learning opportunities to meet the needs of each student.

Secondly, every student deserves to be treated with respect and dignity. It is the teacher's responsibility to create a supportive learning environment that nurtures self-confidence and affirms diversity.

Finally, every student needs to grow as an independent learner, using self-reflection and critical analysis as learning tools. It is the teacher's responsibility to guide students, especially through effective modeling of both reflective inquiry and a personal commitment to lifelong learning.

Admission Criteria

After completion of the admission file, application materials will be evaluated by the Graduate Education Admission Committee. The committee will review and evaluate the application based on a combination of the following criteria:

1. Academic achievement
2. Potential to be successful in graduate study
3. Potential to meet the Le Moyne program standards
4. Potential to meet the New York state teacher certification requirements

Application Requirements

1. Prospective graduate students should obtain an application packet from the education office, graduate admission office or online at www.lemoyne.edu/apply.
2. Submit a completed application along with a \$50 application fee. (The application fee is waived for current Le Moyne students and alumni.)
3. Request that all official transcripts of previous academic work be sent to you to be included in the application packet. The Office of Graduate Admission will include a transcript for current Le Moyne students and alumni.
4. Submit two letters of recommendation from two professionals and/or academic advisors who can attest to your ability to be successful in a graduate program.
5. Submit a resume.
6. As part of the application form, please submit a detailed (one to two pages) statement of purpose for undertaking graduate work in education. This statement should include ones experience in education, an explanation of study and research interests and professional goals. The applicants name and field of study should appear at the top of each page.
7. Pre-admission transcript evaluation must be completed by all Master of Science for Teachers (MST) applicants prior to applying to the program.
8. International students should submit TOEFL or IELTS scores.

New York State Initial Teacher Certification Requirements

For initial certification, students are required to earn passing scores on each New York State Teacher Certification Examinations (NYSTCE)**:

- Teacher Performance Test (edTPA)
- Educating All Students Test (EAS)
- Academic Literacy Skills Test (ALST)
- Content Specialty Test (CST) for each certification area

Workshops:

- Childhood Abuse Identification
- Schools Violence Intervention & Prevention/SAV
- Autism Training
- Dignity for All Students Act (DASA)

Students must take complete responsibility for preparing for and complying with New York State Education Department mandated certification requirements.

Upon successful completion of all degree requirements, students will be eligible for recommendation by the Education Department Credentials Officer.

Certification programs and requirements are subject to change as modifications occur in New York State Education Department regulations.

Student Classifications

Admitted – graduate students who have fulfilled all the entry requirements and have been accepted as candidates for a master's degree with full graduate status as described in the official letter of acceptance.

Conditionally admitted – students whose application does not meet the criteria for full admission, but who appear to have the capability to successfully complete graduate courses. Conditionally admitted students may take up to 12 credits. After that, their status will be reviewed and a decision will be made regarding their full admission.

Non-degree – prospective degree candidates who have not completed the application process or who may be taking graduate courses for transfer. Graduate education students may take up to six credits on a non-degree basis.

Academic Criteria

Transfer Credit Policy

The director of the graduate education program has the authority to transfer courses, and accept substitute courses within the degree program.

Academic Standing

The measures for academic standing for the graduate education program are available in the education department.

Term Limit for Completion

In the graduate education program, however, a student who is a candidate for the master's degree must complete all requirements within five calendar years from the date of matriculation. An extension may be granted for an extenuating circumstance; the request for the extension must be submitted in writing to the education department. Matriculated students must complete a minimum of six credits per academic year.

Probation and Termination

All graduate students must file for a petition to graduate. Graduate students earning a quality point index of less than 3.0 are placed on academic probation. A grade of C may be earned in two courses only.

M.S.T. students earning below a B in certain courses* must repeat the course the next semester that the course is offered. The student must meet with the director of graduate education before registering for additional courses. If a student earns a grade lower than a C in any graduate course, the student must repeat the course the next semester that course is offered.

*see list of courses under Student Teaching

Withdrawal or Leave of Absence

Graduate education students requiring a leave of absence should apply in writing to the Director of the Graduate Education Program for an official leave and specify the date of expected return. Failure to do so for two consecutive semesters, exclusive of summer sessions, will require readmission to the program.

Pass Rate

The 2013-2014 pass rate is 83%.

Teacher Education

The following graduate education programs are available at Le Moyne College: Master of Science for Teachers (MST), Master of Science for Education I and II (MSEd I or II).

The Master of Science in Education I (M.S.Ed.) is designed for students who are initially certified and seeking professional certification in the same field. This program will extend and increase the competence of the graduate teacher in education, provide effective preparation for the specialized teacher and establish a foundation for continued research and study in education throughout the career of a teacher.

The M.S.Ed. program is committed to the following outcomes: demonstrated mastery in the breadth and depth of content; increased knowledge of the teaching/learning process; advanced skill in teaching strategies; sophisticated use of technological resources and recognition of the need for, and demonstrated effectiveness of, research to improve schools.

This degree program will fulfill one of the requirements for professional certification in New York state in the following areas: childhood education, adolescent education and special education.

The Master of Science in Education I (M.S.Ed.) degree is also available to students who are seeking advanced study in education but not certification in any area. These students are eligible to enroll in the graduate program in general education. This degree program is tailored to fit students' career goals based on an assessment of their competencies and their needs.

The Master of Science in Education II (M.S.Ed.) is designed for students who are initially certified but are seeking professional certification in a different certification area. This degree program will fulfill one of the requirements for professional certification in the following areas: childhood education, adolescent education and special education.

The Master of Science for Teachers (M.S.T.) is designed for students who have completed baccalaureate degrees, but who did not pursue teacher education as an undergraduate student. For these graduate students, the M.S.T. will provide both a preservice teacher competency program and a graduate level program leading to in-service teacher proficiency. The outcomes of this program are the same as those listed for the M.S.Ed.

This program will graduate highly effective teachers in inclusive childhood (grades 1-6), adolescent (grades 7-12) and adolescent/special education (grades 7-12).

In all phases of the master's degree programs, students will increase their knowledge in content areas; acquire skills and competencies in teaching and research; master educational theory and practice; gain understanding of the interaction among schools, community and social agencies and gain competence in using technology to enhance learning.

Requirements for completing the courses in the M.S.Ed. degree programs will include: 1) texts/readings using original sources; 2) written work that will emphasize research, model programs, etc.; 3) requirements that include developing model programs, restructuring curriculum, reorganizing a class/school and 4) in-depth readings of futures studies with additional original ideas.

Professional Practice Practicum

Each semester, Le Moyne students are required to complete field observation/practicum as a component of the program. M.S.T. students are required to complete 100 hours of fieldwork, in urban, rural and suburban settings, as part of New York state teacher certification regulations.

The Le Moyne College field placement coordinator will arrange all practicum placements. Students are not allowed to make their own arrangements for observation/practicum.

The goal of the observation/practicum is to serve as a bridge between the educational theory and practice taught in courses and the reality of public and private school classrooms. The host teacher will ultimately decide the nature and extent to which the Le Moyne student has opportunities to work in the classrooms (i.e., tutor one-to-one or small groups of students, teach all or part of a lesson, grade tests and quizzes, etc.).

Le Moyne students are encouraged to take advantage of any opportunities provided by host teachers to become actively engaged in the classroom.

Student Teaching

M.S.T. students are required to student teach for one full semester. Candidates must successfully complete 2 student teaching sites in order to earn credit for both sites.

Student teachers follow the schedule of the schools in which they are placed. Students are discouraged from participating in other activities, including employment and athletics, during the student teaching semester. If a student must participate in any outside activity, the student must meet with the director of the graduate education program and the field placement coordinator at the beginning of the student teaching semester.

No other courses may be taken during student teaching.

The Le Moyne College field placement coordinator will arrange all student teaching placements. Students are not allowed to make their own arrangements for student teaching. Every effort is made to meet the New York state education department requirement for urban, suburban and rural experience. Students are not allowed to student teach outside the Central New York area. A Le Moyne College supervisor will be assigned and will observe the student teacher weekly.

Student teaching candidates are required to complete an application prior to taking their methods course. During the methods semester, student teaching candidates are required to work in both of their assigned field sites for a minimum of 20 hours at each site. This will provide the student teaching candidates with an opportunity to familiarize themselves with the buildings in which they will teach, to forge a collaborative relationship with their cooperating teachers and plan for the student teaching semester.

1. In order to be eligible to student teach, students must meet the following criteria:
2. Overall graduate G.P.A. of 3.0 or better at the time of application for student teaching
3. Meet the application deadline for student teaching; childhood distributed end of fall semester, adolescent and dual adolescent and special education distributed end of spring semester
4. Demonstrate evidence of professional commitment
5. Grade of B or better in the following key education courses:

<i>Inclusive Childhood</i>	<i>Adolescent</i>	<i>Dual Adolescent/ Special Ed</i>
EDG 515	EDG 515	EDG 515
EDG 525	EDG 530	EDG 525
EDG 535	EDG 545	EDG 530

EDG 545	EDG 550	EDG 545
EDG 555	EDG 560	EDG 550
EDG 575	EDG 570	EDG 560
EDG 576	EDG 580	EDG 570
EDG 586		EDG 580

Students who do not meet the criteria listed above must meet with the director of the graduate education department and the field placement coordinator in order to determine the course of action to be taken.

Internships

An internship is an opportunity for a student to assume, all or part of, the daily teaching under the guidance of a host teacher in an area school.

Students enrolled in the M.S.Ed. II program for literacy and TESOL are required to successfully complete an internship. Internships for all other programs are at the discretion of the graduate education program.

Students are required to meet with the field placement coordinator one semester prior to registration. The field placement coordinator will make all necessary arrangements and notify the student.

Master of Science in Education I

Master of Science in Education I - Graduate Program in Professional Education

This program is designed for students who have completed a baccalaureate degree and are seeking advanced study in professional education, but do not seek New York state certification in any area. Applicants interested in this program may work in an instructional position or staff development position in other fields, or may work in school settings but not in a certification area. This individualized program will be based on an assessment of the applicant's competencies and career goals.

Core Requirements	Hours
EDG 680 Research Methods in Education	3
EDG 690 Master's Project	3
EDG 650 Technology for Classroom Integration	3
Other Requirements	Hours
Concentration Requirements	9
Electives	12
Electives	Hours

Elective options may include:

Adult Education Certification Courses

- EDG 660 Adult Learning Theories and Approaches
- EDG 662 Critical & Contemp Issues in Adult Ed
- EDG 664 Continuing Professional Education

EDG 666 Gerontological(aging)trends,issues,polic

Higher Education Leadership Certificate Courses

- EDG 671 Intro & Survey of American Higher Educ
- EDG 672 Principles of Enrollment Management and Marketing in Higher Education
- EDG 673 Critical & Contemp Issus in Higher Ed
- EDG 674 Leadership & Management for High Ed Admn

Master of Science in Education I - Childhood Education (Grades 1-6)

Note: This program is for students who hold initial certification effective 9/1/04 or later.

Core Requirements	Hours
EDG 680 Research Methods in Education	3
EDG 690 Master's Project	3
Other Requirements	Hours
Content/Pedagogy Requirement (These courses link content and pedagogy in specific content areas. Please see list for courses)	12
Electives (must be graduate level courses in liberal arts and sciences or education)	9

Master of Science in Education I - Dual Childhood/Special Education (Grades 1-6)

Note: This program is for students who hold initial certification effective 9/1/04 or later.

Core Requirements	Hours
EDG 680 Research Methods in Education	3
EDG 690 Master's Project	3
Other Requirements	Hours
Content/Pedagogy Requirement (These courses link content and pedagogy in specific content areas. Please see list for courses)	12
Electives (must be graduate level courses in liberal arts and sciences or education)	9

Master of Science in Education I - Adolescent (Grades 7-12)

Note: This program is for students who hold initial certification effective 9/1/04 or later.

Core Requirements	Hours
EDG 680 Research Methods in Education	3
EDG 690 Master's Project	3

Other Requirements	Hours
Content/Pedagogy Requirement (These courses link content and pedagogy in specific content areas. Please see list for courses)	12
Electives (must be graduate level courses in liberal arts and sciences or education)	9

Master of **Science in Education I - Dual Adolescent/Special Ed (Grades 7-12)**

Note: This program is for students who hold initial certification effective 9/1/04 or later.

Core Requirements	Hours
EDG 680 Research Methods in Education	3
EDG 690 Master's Project	3
One of the following:	3
EDG 650 Technology for Classroom Integration	
EDG 670 Curriculum and Technology Strategies	
EDG 675 Educational Technology in Special Educ	

Other Requirements	Hours
Content/Pedagogy Requirements (These courses link content and pedagogy in specific content areas. Please see list for courses.)	12
Electives (must be graduate level courses in liberal arts and sciences or education)	9

Content/Pedagogy Required Courses

Concentration Courses	Hours
Childhood and Childhood/Special Education (Grades 1-6)	
EDG 701 Advanced Strategies Lang Arts Educ (1-6)	
EDG 702 Content & Strategies Math Teaching 5-8	
EDG 703 Advanced Strategies for Science Educ K-4	
EDG 704 Adv Strat for Social Studies Edu 1-6	
EDG 705 Content/Strat Prim Math Teaching K-4	
Middle and Adolescent - English	
EDG 713 Teaching Race & Classic American Lit	
EDG 714 Howells, James and Wharton	
Middle and Adolescent - French	
EDG 721 Advanced French Grammar & Stylistics	
EDG 722 French Literature and Art	
EDG 723 French Phonetics	
EDG 724 Politics, Sociology of Contemp France	
Middle and Adolescent - Spanish	
EDG 726 Adv Grammar & Styl in Spanish	
EDG 727 Latin American Cinema	
EDG 728 Spanish Phonetics/Hst of Lang	

EDG 729 Topics in Hispanic Literature

Middle and Adolescent - Mathematics

- EDG 731 Harry Potter Acr Curr: Multidisc Approac
- EDG 732 Introductory Combinatorics
- EDG 733 Introduction to Ethnomathematics
- EDG 734 Advanced Calculus

Middle and Adolescent - Biology

- EDG 741 Biology and Ecology of Insects
- EDG 742 Physiology: Mechanisms of Body Function
- EDG 743 Physiological Plant Science
- EDG 744 Ecosystem Assessment

Middle and Adolescent - Chemistry

- EDG 748 Teaching HS Regents & Honors Chemistry
- EDG 750 Teaching Advanced Placement Chemistry

Middle and Adolescent - Physics (select four courses)

- EDG 753 Techniques Teach Regents/Honors Physics

Middle and Adolescent - Social Studies (select four courses)

- EDG 761 Teaching World History
- EDG 762 War & Peace in 20th Century
- EDG 763 Teaching History of Mexico
- EDG 771 International Human Rights
- EDG 772 South African Politics
- EDG 773 Women and Politics

Master of Science in Education II

In all phases of the master's degree programs students will increase their knowledge in content areas; acquire skills and competencies in teaching and research, master educational theory and practice; understand the interaction among schools, families, community and social agencies; and be competent in using technology to enhance learning.

Requirements for completing the courses in the M.S.Ed. degree programs will include: 1) text/readings using original sources; 2) written work that emphasizes research, model programs, etc.; 3) requirements that include developing model programs restructuring curriculum, reorganizing a class/school and 4) in-depth reading of future studies with additional original ideas.

Master of **Science in Education II - Childhood Education (Grades 1-6)**

This program is for students who are already certified to teach and are seeking an additional certification.

Core Requirements	Hours
EDG 680 Research Methods in Education	3
EDG 690 Master's Project	3

Other Requirements	Hours
Adolescent Content/Pedagogy Requirement (These courses link content and pedagogy in specific content areas. Please see list for courses)	12
Professional Education Requirements	Hours
EDG 555 Adv Literacy Theories/Practice Inklus CI	3
EDG 575 Strategy&Technology for Inclusive Clsm	3
EDG 681 Supervisd Internship Childhood PreK-6 May course substitute based on experience	3
Elective (must be graduate level courses in liberal arts and sciences or education)	3

Master of Science in Education II - Dual Childhood/Special Education (Grades 1-6)

This program is for students who are already certified to teach and are seeking an additional certification.

Core Requirements	Hours
EDG 680 Research Methods in Education	3
EDG 690 Master's Project	3
EDG 675 Educational Technology in Special Educ	3
Education Requirements	Hours
EDG 515 Introduction to Special Edu Perspective	3
EDG 525 Assess: Pract/Legalities Stud W/Disabil	3
EDG 646 Collaborative Consultation	3
EDG 649 Literacy Proc & Strat Stu Spec Need K-12	3
EDG 655 Edu Strat/Students with Disabl	3
EDG 682 Supv Internship in Special Education 1-6 May course substitute based on experience	3-6
Other Requirements	Hours
Childhood Content/Pedagogy Requirement (These courses link content and pedagogy in specific content areas. Please see list for courses)	12

Master of Science in Education II - Adolescent Education (Grades 7-12)

This program is for students who are already certified to teach and are seeking an additional certification.

Core Requirements	Hours
EDG 680 Research Methods in Education	3
EDG 690 Master's Project	3
Technology Course - select one from:	3
EDG 650 Technology for Classroom Integration	
EDG 670 Curriculum and Technology Strategies	
EDG 675 Educational Technology in Special Educ	

Other Requirements	Hours
Adolescent Content/Pedagogy Requirement (These courses link content and pedagogy in specific content areas. Please see list for courses)	12
Professional Education Requirements	Hours
EDG 560 Literacy Development Across Curriculum	3
EDG 570 Adolescent Strategies and Technology	4
EDG 580 Pedagogical Content Knowledge	3
EDG 683 Supv Internship Adolescent Educat 7-12 May course substitute based on experience	3
Elective (must be graduate level courses in liberal arts and science or education)	3

Master of Science in Education II - Dual Adolescent/Special Education (Grades 7-12)

This program is for students who are already certified to teach and are seeking an additional certification.

Core Requirements	Hours
EDG 675 Educational Technology in Special Educ	3
EDG 680 Research Methods in Education	3
EDG 690 Master's Project	3
Other Requirements	Hours
Adolescent Content/Pedagogy Requirement (These courses link content and pedagogy in specific content areas. Please see list for courses)	12
Professional Education Requirements	Hours
EDG 515 Introduction to Special Edu Perspective	3
EDG 525 Assess: Pract/Legalities Stud W/Disabil	3
EDG 646 Collaborative Consultation	3
EDG 647 Curric Adapt/Stu With Disabil (7-12)	3
EDG 649 Literacy Proc & Strat Stu Spec Need K-12	3
EDG 684 Supv Internship Adolescent Spec Ed 7-12 May course substitute based on experience	3-6

Master of Science in Education II - Literacy Education (Birth - grade 6)

This program is for students who are already certified to teach and are seeking additional certification.

Core Requirements	Hours
EDG 680 Research Methods in Education	3
EDG 690 Master's Project	3
EDR 672 Foundations of New Literacies & Technol	3
Other Requirements	Hours
EDG 505 Found Hum Dev & Lrn in Cultural Contexts	3
EDG 625 Teaching Children's Literature	3

Professional Education Requirements	Hours
EDG 530 Multicultur Literacy Methods - Secondary	3
EDG 649 Literacy Proc & Strat Stu Spec Need K-12	3
EDG 681 Supervisd Internship Childhood PreK-6	3
EDR 600 Literacy Learning & Composing Process	3
EDR 601 Diag, Remed & Collab for Literacy Learn	3
EDR 602 Reading Specialist in the Real World	3
EDR 685 Supv Intern Comm Literacy B-12	3
Education Elective (must relate to current certification area)	3

Master of **Science in Education II - Literacy Education (Grades 5-12)**

This program is for students who are already certified to teach and are seeking additional certification.

Core Requirements	Hours
EDG 680 Research Methods in Education	3
EDG 690 Master's Project	3
EDR 672 Foundations of New Literacies & Technol	3

Other Requirements	Hours
EDG 505 Found Hum Dev & Lrn in Cultural Contexts	3
EDG 636 Methods/Strat Teach Young Adolescent Lit	3

Professional Education Requirements	Hours
EDG 530 Multicultur Literacy Methods - Secondary	3
EDG 649 Literacy Proc & Strat Stu Spec Need K-12	3
EDR 600 Literacy Learning & Composing Process	3
EDR 601 Diag, Remed & Collab for Literacy Learn	3
EDR 602 Reading Specialist in the Real World	3
EDG 683 Supv Internship Adolescent Educat 7-12	3
EDR 685 Supv Intern Comm Literacy B-12 (may be course substituted based on experience)	3
Education Elective (must relate to current certification area.)	3

Master of **Science in Education II - Teaching English to Speakers of Other Languages (Grades Pre K-12)**

This program is for students who are already certified to teach and are seeking additional certification. Prerequisites: 12 credit hours in a foreign language and three credit hours in English Advance Grammar.

Core Requirements	Hours
EDG 680 Research Methods in Education	3
EDG 690 Master's Project	3
EDR 672 Foundations of New Literacies & Technol	3

Education Requirements	Hours
EDG 565 Home,School and Community Collaboration	3
EDG 605 Read/Writ/Lang Tesol Classroom PreK-12	3
EDG 681 Supervisd Internship Childhood PreK-6	3
EDG 683 Supv Internship Adolescent Educat 7-12	3
EDR 603 Adv Grammar, Linguistics & Language Ac	3
EDR 685 Supv Intern Comm Literacy B-12	3
EDG 625 Teaching Children's Literature (or EDG 636 Methods and Strategies for Teaching Adult Literature)	3
EDR 609 Cultural Respons Literacy Meth & Assess	3
EDG 635 Cross-Cult Comm for Tesol Classroom K-12	3

Professional Education Requirements	Hours
Course current certification area	6

Master of **Science II - Urban Studies**

This program is for students who are already certified to teach.

Core Requirements	Hours
EDG 680 Research Methods in Education	3
EDG 690 Master's Project	3

Other Requirements	Hours
Content/Pedagogy/Strategy/Curriculum (these courses link content and pedagogy in specific content. Please see list of approved courses.)	12

Professional Education Requirements	Hours
EDG 619 The Peaceful and Just Classroom	3
EDG 733 Introduction to Ethnomathematics	3
EDR 609 Cultural Respons Literacy Meth & Assess	3
EDR 620 Community Funds of Knowledge & Ac Achiev	3
EDR 621 Sociopolitical Issues & High Needs Schl	3
EDR 685 Supv Intern Comm Literacy B-12	3

Master of **Science for Teachers**

To receive the Master of Science for Teachers (M.S.T.) leading to New York state certification, students will complete a 46-credit program in adolescent education or a 48-credit program in childhood education or a 52-credit program in adolescent special education.

Requirements for completing the courses in the M.S.T. degree programs will include: 1) texts/readings using original sources; 2) written work that will emphasize research, model programs, etc.; 3) requirements that include developing model programs, restructuring curriculum, reorganizing a class/school and 4) in-depth readings of future studies with additional original ideas.

Master of **Science for Teachers (M.S.T.) Inclusive Childhood and Special Education (Grades 1-6)**

The applicant must have a liberal arts concentration of 30 credit hours, including a minimum of six credit hours in each of the following: mathematics, science and social studies (economics, geography, history, politics, psychology, science and sociology).

Professional Education Requirements	Hours
EDG 500 Inquiry Into Foundations of Education	3
EDG 505 Found Hum Dev & Lrn in Cultural Contexts	3
EDG 515 Introduction to Special Edu Perspective	3
EDG 520 Child Abuse Workshop/SAVE Violence Prev	0
EDG 522 Dignity for All Student Act (dasa) Training for Teacher Certification	0
EDG 523 Autism Spectrum Disorder Training for Teacher Certification	0
EDG 525 Assess: Pract/Legalities Stud W/Disabil	3
EDG 535 Literacy Theories & Practices	3
EDG 545 Plan,Assessing,Managing Inklus Classrm	3
EDG 555 Adv Literacy Theories/Practice Inklus Cl	3
EDG 565 Home,School and Community Collaboration	3
EDG 575 Strategy&Technology for Inclusive Clsrm	3
EDG 576 Managing Environ for Stu W/Disabilities	3
EDG 586 Instructional Technolgy for the Inclusive Classroom	3
EDG 651 Supervised Preservice Tch Grades 1-6	4.5
EDG 652 Supervised Preserv Tch/Grd 1-6/Disabil	4.5
EDG 653 Preservice Clinical Seminar	3
EDG 695 Graduate Research Seminar	3

Master of **Science for Teachers (M.S.T.) Adolescent Education (Grades 7-12)**

The applicant must have a bachelors degree or a minimum of 30 credits of college-level course work in the content area in which certification is sought. The college-level course work should reflect background knowledge to support the courses taught in the secondary schools.

Professional Education Requirements	Hours
EDG 500 Inquiry Into Foundations of Education	3
EDG 505 Found Hum Dev & Lrn in Cultural Contexts	3
EDG 515 Introduction to Special Edu Perspective	3
EDG 520 Child Abuse Workshop/SAVE Violence Prev	0
EDG 522 Dignity for All Student Act (dasa) Training for Teacher Certification	0
EDG 523 Autism Spectrum Disorder Training for Teacher Certification	0
EDG 530 Multicultur Literacy Methods - Secondary	3
EDG 545 Plan,Assessing,Managing Inklus Classrm	3
EDG 550 Teach/Adapt Curric Content Specialists	3
EDG 560 Literacy Development Across Curriculum	3

EDG 565 Home,School and Community Collaboration	3
EDG 570 Adolescent Strategies and Technology	4
EDG 580 Pedagogical Content Knowledge	3
EDG 653 Preservice Clinical Seminar	3
EDG 654 Superv Preservice Teaching Grades 7-9	4.5
EDG 656 Superv Preservice Teaching Grades 10-12	4.5
EDG 695 Graduate Research Seminar	3

Master of **Science for Teachers (M.S.T.) Inclusive Adolescent Education and Special Education (Grades 7-12)**

The applicant must have a bachelors degree or a minimum of 30 credits of college-level course work in the content area in which certification is sought. The college-level course work should reflect background knowledge to support the courses taught in the secondary schools.

Professional Education Requirements	Hours
EDG 500 Inquiry Into Foundations of Education	3
EDG 505 Found Hum Dev & Lrn in Cultural Contexts	3
EDG 515 Introduction to Special Edu Perspective	3
EDG 520 Child Abuse Workshop/SAVE Violence Prev	0
EDG 522 Dignity for All Student Act (dasa) Training for Teacher Certification	0
EDG 523 Autism Spectrum Disorder Training for Teacher Certification	0
EDG 525 Assess: Pract/Legalities Stud W/Disabil	3
EDG 530 Multicultur Literacy Methods - Secondary	3
EDG 545 Plan,Assessing,Managing Inklus Classrm	3
EDG 550 Teach/Adapt Curric Content Specialists	3
EDG 560 Literacy Development Across Curriculum	3
EDG 562 Transition Planning & Collaboration	3
EDG 565 Home,School and Community Collaboration	3
EDG 570 Adolescent Strategies and Technology	4
EDG 580 Pedagogical Content Knowledge	3
EDG 653 Preservice Clinical Seminar	3
EDG 654 Superv Preservice Teaching Grades 7-9 or EDG 656 Supervised Preservice Teaching (Grades 10-12)	4.5
EDG 657 Supv Preserv Teach Adolesc Spec Ed 7-12	4.5
EDG 695 Graduate Research Seminar	3

Educational Leadership

The Le Moyne College graduate educational leadership program focuses on preparing school leaders who will transform education at a time when difficult decisions are required in the midst of political, social and economic constraints on education. It is the goal of the Le Moyne program to prepare educational leaders who not only have the skills and competencies necessary for demanding professional positions, but have the caring and compassion to ensure that all children receive an excellent education.

The revised New York State Education Department regulations sanction school leadership in New York state by three certifications:

- School Building Leadership (SBL)
- School District Leadership (SDL)
- School District Business Leader (SDBL)

Le Moyne College has approval from the New York State Education Department for graduate programs in all three leadership certification areas.

New York state regulations address required content for leadership programs. All candidates must complete studies sufficient to demonstrate, upon program completion, the knowledge and skills necessary to develop and implement an educational vision for preparing all students to meet the state learning standards; communicate effectively with parents, staff, students, community leaders and other community members, providing clear, accurate written and spoken information that publicizes the school's goals, expectations and performance results, and builds support for improving student achievement; create the conditions necessary to provide a safe, healthy and supportive learning environment for all students and staff; apply statutes and regulations as required by law, and implement school policies in accordance with law and maintain a personal plan for self-improvement and continuous learning.

Admission Criteria and Application Requirements

Admission to all educational leadership programs will be based on the following:

- Completion of a baccalaureate degree from an accredited institution (with a minimum G.P.A. of 2.75 and 3.0 in major courses)
- Completion of a master's degree from an accredited institution of higher education
- Submission of two letters of written recommendation by individuals who can speak to the candidates potential as a leader
- Writing sample
- Interview with the director of educational leadership

Applicants to the SBL and SDL programs must also provide the following:

- Evidence of permanent or professional certificate as a classroom teacher and/or pupil personnel service provider (i.e. guidance counselor) or substantial equivalent
- Evidence of a minimum of three years of successful full-time teaching and/or pupil personnel service experience in P-12 schools or substantial equivalent
- Written recommendations from certified school administrators familiar with the applicant's work as a professional educator are required. All recommendations should speak to the candidate's potential as an educational leader.
- Applicants to the SDBL program or MBA/CAS in SDBL do not need teacher certification. However, they must provide the following:
- Evidence of a minimum of three years of successful full-time em-

- ployment in business management or the substantial equivalent
- Written recommendations must include at least one from an individual who can speak to the applicant's potential to be a school district business leader

All leadership candidates must pass the required New York state leadership certification exams in order to become certified.

These certification programs and requirements are subject to change if modifications occur in New York State Education Department regulations.

School Building Leadership (SBL)

School Building Leadership is a class of certification for school administrators that includes building level positions such as principal, housemaster, supervisor, department chairperson, assistant principal, coordinator, unit head or supervisory position.

In this program, 24 credits of required coursework includes educational leadership for social justice, human resource management, culturally responsive leadership, assessment and accountability for schools, school finance and facilities, a 6-credit building level internship, the principalship, supervision of instruction and one elective.

Transfer credit of leadership courses may be considered for persons in this program, where appropriate.

Persons who already have an earned master's degree should contact the education department to discuss their program and plan to complete the 30-credit Certificate of Advanced Study (C.A.S.) in Educational Leadership that will lead to New York state certification.

It is highly recommended that students take an additional 6 credits of specified coursework to be eligible for their SDL certification as well, pending successful completion of NYS exams.

School District Leadership (SDL)

School District Leadership is a class of certification for school administrators that includes superintendent of schools, district superintendent, deputy superintendent, associate superintendent, assistant superintendent and any other person having responsibilities involving general district-wide administration.

In this program, 27 credits of required coursework includes educational leadership for social justice, human resource management, school finance and facilities, legal issues in education, culturally responsive leadership, public relations for school leaders, superintendency and district level leadership and a district level internship. In addition, students must complete 33 credits of electives selected from professional program specialty area courses.

30 graduate credits of education courses as transfer credit may be considered for persons in this program, where appropriate. A total of 60 graduate credits is required for New York State certification.

Persons who already have an earned master's degree should contact the education department to discuss their program and the option of earning a Certificate of Advanced Study (C.A.S.) in Educational Leadership that will lead to New York state certification. A minimum of three years of teaching and an earned master's degree are required by New York state for certification as a school district leader.

School District Business Leader (SDBL)

School District Business Leader is a class of certification for the position of deputy superintendent for business, associate superintendent for business, assistant superintendent for business and any other person having professional responsibility for the business operation of the school district.

In the regular program, 24 credits of required coursework includes educational leadership for social justice or culturally responsible leadership, human resource management or labor relations, school finance and facilities, financial and managerial accounting, legal issues in school business management, education facilities planning and an internship in school business leadership. An additional 18 credits of electives must be selected from professional program specialty area courses. A total of 60 credits is required for New York State certification which may include up to 30 graduate credits of courses as transfer credit for persons in this program, where appropriate.

In addition, the College currently offers a Masters of Business Administration (MBA) within the Madden School of Business, combined with a Certificate of Advanced Studies in School District Business Leader (SDBL) from the education department, leading to New York State certification as a school district business leader. This joint program is designed for individuals that wish to earn both an MBA as well as the Certificate of Advanced Study in School District Business Leadership from Le Moyne. This joint program is a 63-credit hour track.

An earned master's degree is required for New York state certification as a school district business leader. Persons who already have an earned master's degree or are interested in earning the MBA with a CAS should contact the education department to discuss their program and the option of earning a Certificate of Advanced Study (C.A.S.) in Educational Leadership that will lead to New York state certification.

Permanent or professional certification in teaching or pupil personnel services work is not required.

The Education Department offers a unique (non-certification granting) program in teacher leadership. Students in this program work with an administrative mentor from their school and adjunct faculty who are current administrators to complete this two-year initiative. Candidates may earn 9 credits each year (total 18 credits) that

may be applied toward a CAS in School Building Leadership. Please contact the Education Department for more about this initiative.

Courses

ASL 330. American Sign Language I (3).

This course is designed for those with no previous knowledge of American Sign Language (ASL). It will introduce learners to the basics of grammatically correct ASL and communication techniques used within the Deaf community. Conversational skills will focus on asking and answering questions, exchanging personal information and talking about everyday activities. This course will present an overview of the various customs, norms, and traditions within Deaf culture. This course may not satisfy foreign language requirements at Le Moyne College. However, this course can be applied toward the language requirements for New York State teacher certification.

ASL 331. American Sign Language(ASL)II (3).

This course expands the principles mastered in ASL I. It provides a more complete understanding of the language as it is used in conversation with an emphasis on vocabulary, grammar and syntax. It will introduce the use of discourse strategies in ASL including: classifiers, use of space, appropriate choice of register and clear transitions between ideas. ASL II teaches the learners to use cultural protocols, ASL grammar for giving direction, describing family, occupations and attributing qualities to others. This course may not satisfy foreign language requirements at Le Moyne College. However, this course can be applied toward the language requirements for New York State teacher certification.

ASL 332. American Sign Language III (3).

This course integrates and refines expressive and receptive skills in American Sign Language focusing on study of phonology, morphology, syntax, semantics, study of sociolinguistic variation and ASL discourse. ASL Literature and issues in Deaf Culture are also discussed.

EDG 500. Inquiry Into Foundations of Education (3).

This course is required of all students seeking New York State Teacher certification. This introductory course in American education includes the historical, philosophical, sociological, legal and political factors affecting education in a multicultural society. The course analyzes the contemporary problems and the changes currently taking place in elementary/ secondary schools. Course content includes the changes in philosophical thought influencing education, the importance of the school in national, state and local community life, and the issues which impact education practice and schooling, paying particular attention to the education of students with disabilities. Students will be asked to look for challenges that ideas and events in the United States and world pose for the educational learning process, teachers and students, content that is taught, and the context of schools as educational institutions. In addition, the role of the teacher as a leader, as an effective colleague and as a decision maker will be emphasized.

Particular attention will be focused on issues and solutions in teaching students from diverse populations and in structuring schools for the future. Scholarship, leadership and service are the distinguishing attributes of graduate students in teacher preparation. Students in introductory courses are expected to demonstrate scholarship by beginning a research portfolio focusing on topics presented. Leadership will be demonstrated in discussions, presentations and activities. Service will be demonstrated in classroom interactions, field experience and reflective.

EDG 504. Crit Issues/Teach Diverse Populations (3).

This course provides an overview of major issues and trends in the education of persons with exceptionalities, including the issues associated with special programs, such as educational placement and the national trend of inclusion. The course also discusses critical issues in special education which includes a historical review of policy, law and practice. Emphasis will be placed on current information of educational practices, up to date research on prevalence, current legislation and models of programs.

EDG 505. Found Hum Dev & Lrn in Cultural Contexts (3).

This course is required of all students seeking New York State Certification. In this course, we examine, analyze, and develop theories-yours and others-of how humans develop and learn. As we will discover, the predominance of psychological theories in education serving as the "knowledge base" of teacher preparation is partly accountable for the genetic fallacy under girding contemporary beliefs and practices of teaching, learning, and school reform. It is for this reason that our emphasis of study is on the social, cultural, and political context within which learning takes place, and on the rapid changes occurring in our understanding of mind, thinking, and learning, especially as they pertain to students' abilities and needs.

EDG 507. Theatre in the Classroom (3).

Using theatre in the classroom encourages the creativity, team building and communication skills of students of all ages. This course will provide teachers a basic understanding of several areas of theatrical productions, including acting, staging, scripting and design.

EDG 508. Connecting Video Games, Teaching, Learn (3).

This course will examine the pedagogy of games and the potential applications of the teaching and learning strategies found in these informal, out-of-school settings to the content of classrooms. Participants will examine the concepts of motivation and play, and how it is possible (as game designers have) to make learning so challenging and fun that students spend hours engaging in the activity. Throughout the course, participants will explore board games, card games, video games and online games.

EDG 510 (EDL 510). Labor-Mgt Relations in School Setting (3).

This course provides a conceptual and skills-based introduction to the area of union representation and collective bargaining in school districts. The classes rely heavily on simulations and experiential exercises based on "real-life" cases involving negotiation, fact finding, and arbitration. Classes promote the sharing of professional expertise.

EDG 515. Introduction to Special Edu Perspective (3).

This course is required of all students seeking New York State Teacher certification. This is a three-credit course designed for students enrolled in Le Moyne's graduate program, or for those students interested in issues related to persons with disabilities. This course will cover a broad range of topics in the field of education as it relates to students with disabilities and different abilities. Specifically, this course focuses on theoretical frameworks as well as practical orientations for understanding and working with children and adults with disabilities. Not only will the course provide a comprehensive view of the issues, it will give you an opportunity to share your ideas and knowledge with others, and allow you to gain firsthand experience with a family who has a child with a disability. Scholarship, leadership and service are the distinguishing attributes of graduate students in teacher preparation. Students in introductory courses are expected to demonstrate scholarship by beginning a research portfolio focusing on topics presented. Leadership will be demonstrated in discussions, presentations and activities. Service will be demonstrated in classroom interactions, field experience and reflective.

EDG 520. Child Abuse Workshop/SAVE Violence Prev (0).

This is a required course for anyone seeking New York State certification as a teacher. The purpose of this course is to provide prospective teachers with the information needed to act as a "mandated reporter" of child abuse or maltreatment. Preservice teachers will learn to recognize signs of child abuse and maltreatment and the correct reporting procedures. The twohour violence prevention module will also be presented to students at this workshop. (Open only to students enrolled in student teaching.)

EDG 521. Teaching Learning Today's Secondary Schl (3).

This course is an examination of those principles and practices that have shaped American education and instruction with an emphasis on interdisciplinary study of subject matter for tomorrow's student. Emphasis will be placed on: adolescent development from middle school to senior high perspective, learning theory and current approaches in instruction for a diversified student population.

EDG 522. Dignity for All Student Act (DASA) Training for Teacher Certification (0).

This course is designed to provide preservice teachers with knowledge and skills to understand bullying from the perspective of the bully,

the bullied, and the bystander. This course will address the social patterns of harassment, bullying and discrimination, marginalization and microaggressions, including acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, and gender. This training will address these issues from a proactive - rather than a reactive - position. Successful completion of this course will fulfill the harassment, bullying, and discrimination prevention and intervention training required for certification/licensure under the Dignity for All Students Act (The Dignity Act.) Only open to Le Moyne Teacher Certification candidates.

EDG 523. Autism Spectrum Disorder Training for Teacher Certification (0).

This course is designed to provide preservice teachers knowledge and skills to understand the needs of students with autism. This course will address the definitions and etiology, common characteristics, evidence-based instruction and interventions, data collection strategies and use, and resources for families and students with Autism Spectrum Disorders (ASD). This training will address these issues from a position of how best to include students with autism in general education settings. Successful completion of this course will fulfill the training required for New York State certification/licensure. Only open to Le Moyne Teacher Certification candidates.

EDG 525. Assess: Pract/Legalities Stud W/ Disabil (3).

This course is required for all prospective teachers seeking the dual New York State certification in Childhood/Adolescent/Students with Disabilities. The focus of this course is on the competencies necessary for skilled educational diagnosticians. Preservice teachers will become familiar with a variety of techniques and instruments used to gain information about students' educational achievement. Assessment will be used as a method of instructional and curriculum based diagnosis for all students with learning problems. Another major focus of the course is the set of legal issues surrounding assessment and special education. Students in this course are expected to demonstrate scholarship at the graduate level by integrating the topic presented into their ongoing research portfolio. Prerequisites: EDG 515.

EDG 530. Multicultur Literacy Methods - Secondary (3).

This course is required for all prospective teachers seeking the New York State certification in Adolescence Education. It is designed to help preservice teachers learn the foundations and methods of literacy learning in classrooms where students differ in physical, cognitive, emotional, cultural, economic, and linguistic backgrounds. Basic skills related to decoding, vocabulary, development, comprehension, and the reading/writing connection will be studied; the importance of authentic assessment will be emphasized. Participants will be taught the methods necessary to create literacy learning environments for the development of diverse learners' competencies in reading, writing, listening, speaking, and viewing. As part of developing the sensitivity and responsiveness necessary for creating such a sociocultural

environment for diverse learners, preservice teachers will complete cultural self-analyses and cross-cultural analyses to learn the meanings of ethnocentrism and cultural conflicts. Finally, they will gather a bibliography of multicultural literature, electronic texts and computer programs, and other materials and resources, and create strategic plans for establishing the classroom environment that connects home, school, and community for literacy learning. Preservice teachers are expected to demonstrate scholarship at the graduate level by integrating the topics presented into their ongoing research portfolio. Prerequisites: EDG 500, EDG 505, EDG 515.

EDG 535. Literacy Theories & Practices (3).

This course is required for all prospective teachers seeking the dual New York State certification in Childhood/Students with Disabilities. This is the first of two required reading courses for graduate students of education. The course content includes topics related to current theories and practices and their theoretical bases. Also presented will be an overview of the history of reading education as influenced by the fields of linguistics, psychology and education practice that developed in the United States. Specific methods and models for teaching reading are explored as their cognitive foundations are studied. Classroom applications of strategic reading instruction are demonstrated and evaluated within the context of a collaborative college classroom. Particular attention is paid to policies and school adoptions of reading philosophies that determine the kinds of instruction given to children of diverse backgrounds and needs in American classrooms, particularly students with disabilities. Students in this course are expected to demonstrate scholarship at the graduate level by integrating the topics presented into their ongoing research portfolio. Prerequisites: EDG 500, EDG 505, EDG 515, EDG 525

EDG 536. Advanced Communication for Teachers (3).

Special training in the use of performance techniques and presentational formats to help make the teacher a more effective oral presenter outside of the classroom (i.e. PTO meetings) and reader in the classroom. Training in voice, projection, variety and use of appropriate formats will be covered.

EDG 545. Plan, Assessing, Managing Inclusion Classrm (3).

This course is required for all prospective teachers seeking New York State certification. Students will learn to plan, implement and assess instruction with a special emphasis on culturally diverse students; non-English speaking students; gifted students; and students with disabilities. This course will cover both theory and practice. It will stress the technical and ethical competencies required to be an effective teacher. The course emphasizes the role of teachers as decision-makers in the preplanning and implementation phases of lessons, as well as reflective post-lesson evaluation and adjustment. Students in this course are expected to demonstrate scholarship at the graduate level, by integrating the topics presented into their ongoing research portfolio. Prerequisites: EDG 500, EDG 505, EDG 515. Corequisite: EDG 525.

EDG 550. Teach/Adapt Curric Content Specialists (3).

This course is required for all prospective teachers seeking the New York State certification in Adolescence. This course will focus on the tools and strategies that can be used by general educators at the secondary levels to ensure appropriate curriculum planning, instruction and assessment for all students. Secondary teachers will learn to balance the content requirements with the individual needs of adolescent students in order to modify instruction. Preservice teachers will discuss and practice techniques for adaptation of materials, classroom environments, individual and group assignments and testing situations. The focus will be on strategies to increase student success in academic, behavioral and social-emotional areas. Students in this course are expected to demonstrate scholarship at the graduate level by integrating the topics presented into their ongoing research portfolio. Prerequisites: EDG 530 and EDG 545.

EDG 554. Adv Teach in Second Cont Areas (3).

This course will draw on theories and research on learning to develop interdisciplinary and intradisciplinary activities for secondary school students. Thematic units of instruction will be developed both within and among the various academic areas. There will be an emphasis on response to learning needs from philosophical, cultural and psychological perspectives.

EDG 555. Adv Literacy Theories/Practice Includ CI (3).

This is the second of two required literacy courses for graduate students in Education, seeking New York State dual Childhood/ Students with Disabilities certification. This course continues the preparation for the teaching of reading, writing, listening and speaking and serves as a professional process for instruction development. In addition, this course extends your knowledge and practice in the diagnosis and remediation of students with reading difficulties. In this course we will concentrate on the reading/writing connection, content area reading, unit planning and the basics of reading assessment and remediation. Additionally, emphasis will be placed on the effective teaching/learning strategies related to the use of children's and young adult literature for all children. Students in this course are expected to demonstrate scholarship at the graduate level by integrating the topics presented into their ongoing research portfolio. Prerequisite: EDG 535.

EDG 556. Teaching/Curr in Middle School (5-9) (3).

This course defines the underlying assumptions of current educational practice in the middle school structure in the United States. Principles and strategic instructional practice are developed through a framework of curriculum planning for each academic discipline encountered in the instruction of children in the middle grades.

EDG 560. Literacy Development Across Curriculum (3).

This course is required for all prospective teachers seeking New York State certification in Adolescence. Each subject area in middle

and high school has its own specialized vocabulary, materials and resources that require students to read and understand. However, students in middle and high school vary in their literacy learning abilities. Therefore, teachers must be able to prepare instruction, so that students will be able to read, write, listen, speak and view to learn course content. The purpose of this literacy course is to assist teachers in the analysis of content area teaching and learning, so that they can motivate and guide students toward independent learning. Teachers will study the process of connecting known information to new information, formulating questions, discussing issues and discovering unique perspectives and possibilities through content area resources and materials including electronic texts and computer programs. Students in this course are expected to demonstrate scholarship at the graduate level by integrating the topics presented into their ongoing research portfolio. Prerequisite: EDG 530.

EDG 562. Transition Planning & Collaboration (3).

This course is required for all graduate students seeking NYS certification in adolescence and special education (grades 7-12). The course provides a framework for defining and planning transition and addresses facilitation and support. The focus of this course is on ways to individualize transition service delivery for people with specific types of disabilities. During the course, we will discuss not only transition to employment, but also the transition and skills necessary for future living and post-secondary educational environments. Preservice teachers will examine and practice collaborative skills and practices designed so that professionals, paraprofessionals, business people and family members can work effectively with high school students with special needs. Topics addressed in the course include transition to adult life (including residential, financial, leisure and social options, and health and sexuality issues), vocational assessment and programming, career education, job coaching, assistive technology, and accessibility issues. Emphasis will be placed on current issues in the field, including secondary school restructuring, self-determination, person-centered planning, college and other post-secondary alternatives, and use of the internet to enhance transition and work. Preservice teachers will learn to plan programs tailored to individual student strengths and life goals that will ensure a productive and rewarding life after high school. Specific strategies that assist students in transitioning to adult life, including self-determination, will be studied and practiced. Preservice teachers enrolled in this course will also be placed in a field site with adolescents with special needs in order to apply transition and collaboration skills.

EDG 565. Home, School and Community Collaboration (3).

This course is required of all students seeking New York State Teacher certification. The purpose of this course is to introduce teachers to the interpersonal communication skills necessary for successful teamwork and collaboration with families of their children as well as members of school and community. During this course, they will practice the skills necessary for positive communication, problem solving and conflict management. They will also examine the consultation process and

case study approach for research and practice. Students in this course are expected to demonstrate scholarship at the graduate level by integrating the topics presented into their ongoing research portfolio.

EDG 570. Adolescent Strategies and Technology (4).

This course is required of all students seeking New York State certification in Adolescent Education. It is designed to cover curriculum, instruction and assessment in a particular subject area (English, Social Studies, Science, Mathematics and Languages other than English) for students in various high school classrooms. The course will focus on organization of content, instruction, assessment and management to actively assist all students in meeting the state Learning Standards. Students will be placed in two field sites in which they will student teach the following semester. This will afford them the opportunity to apply and practice skills and knowledge discussed in text and class. Students in this course are expected to demonstrate scholarship at the graduate level by integrating the topics presented into their ongoing research portfolio. Prerequisite: EDG 545. Corequisite: EDG 570.

EDG 575. Strategy&Technology for Inclusive Clsrm (3).

This course is required of all students seeking dual New York State certification in Childhood/Students with Disabilities (grades 1-6). In this course, students will learn to transform the core content knowledge in mathematics, science and social studies into teachable instructional units. Students will review and evaluate current materials used to teach these content areas at the elementary level. Students will learn to integrate curriculum and to incorporate skills such as writing and speaking within the instruction and assessment of content. Students in this course are expected to demonstrate scholarship at the graduate level by integrating the topics presented into their ongoing research portfolio. Prerequisite: EDG 545. Corequisites: EDG 555 and EDG 576.

EDG 576. Managing Environ for Stu W/Disabilities (3).

This course provides participants with research and best practices so as teachers they can best manage learning environments and student behaviors in the special education classroom as well as the inclusive classroom setting. Course content and assignments will include the theoretical foundations of classroom management, and effective techniques to provide physical, emotional, and social environments that are safe, supportive, and conducive to learning. Prerequisite: EDG 545. Corequisites: EDG 575 and EDG 555.

EDG 580. Pedagogical Content Knowledge (3).

This course is required for all prospective teachers seeking the New York State certification in Adolescence. This course will focus on contemporary and historical curriculum thinking and practice within the disciplines. Teachers must recognize the essential "character of the subject" as they prepare to develop curriculum, instruction and assessment in a subject area. This course will critically examine the standards movement though political, social, cultural and philosophical perspectives. Course materials include research, practice

and case studies that focus on teaching for equity and social justice. Students in this course are expected to demonstrate scholarship at the graduate level by integrating the topics presented into their ongoing research portfolio. Prerequisite: EDG 545.

EDG 585. Learning and Behavioral Disorders (3).

This is a required course for the New York State dual Childhood/Students with Disabilities Inclusive Program (1-6). The purpose of this course is to examine issues and effective teaching strategies related to students who have learning and behavior disorders. Teachers must be cognizant of their teaching styles and best practices in order to maximize the potential of students with learning and emotional/behavioral disorders. All delivery service models will be discussed with the philosophy of inclusion being the underlying position for supporting students. Students will have an opportunity to develop a research question and paper for their Master's content knowledge portfolio. Prerequisite: EDG 575.

EDG 586. Instructional Technolgy for the Inclusive Classroom (3).

This survey course is designed to prepare preservice teachers to integrate technologies for educational purposes in the inclusive classroom. Preservice teachers will learn about the continuum of assistive technology devices, universal design for learning, use of technology for curriculum adaptation and integration strategies, and assessment and evaluation protocols. (Prerequisites: EDG 505; EDG 515; EDG 525; EDG 545. Not open to students who have taken EDG 675.)

EDG 590. Independent Study (1-6).

EDG 600. Designing Interdis Curric & Instruc(1-6) (3).

This course is designed to help teachers create successful thematic units of instruction which integrate the language arts in a balanced manner and help alleviate curricular fragmentation. Using the New York State Frameworks, teachers will study how the language arts can be integrated across the curriculum, so that students have daily opportunities to read, write, listen and speak about concepts in a content-rich environment. Additionally, teachers will examine the social interaction which results from a classroom setting which encourages problem solving and the critical thinking related to global topics.

EDG 605. Read/Writ/Lang Tesol Classroom PreK-12 (3).

Students will study the latest research and model programs in the language arts, writing and reading areas. First, they will practice implementing the methods and strategies for English language learners and demonstrate the ability to integrate these findings in their instruction through various approaches, such as thematic instruction. Students will become competent in diagnosing students' strengths

and weaknesses and prescribing appropriate instruction. Materials and procedures for assessment will be analyzed. Field experiences required.

EDG 606. Law & Ethics for the Classroom Teacher (3).

This course provides an examination of the legal, ethical, and democratic rights and responsibilities of teachers and students as determined by constitutional, statutory, and case law. The purpose of this course is to empower practitioners with a critical and reflective sense of how law, ethics, and democratic ideals affect the contexts of teaching and schooling for classroom teachers. The course is taught from the perspective of the centrality of the classroom teacher and the advocacy of empowering classroom teachers and their students.

EDG 607. Classroom Assessment (Grades 4-8) (3).

Elementary, middle and secondary teachers will learn how effective classroom teachers understand the interpersonal dynamics of classroom assessment. By selecting the appropriate assessment as a teaching tool they will know how to set students up for success. In this course they will also develop strategies so that students are partners in the processes of defining the valued outcomes of instruction and transforming these definitions into quality assessments.

EDG 609. Teaching Literature in Secondary Classroom (3).

This course provides teachers with techniques for exploring reading and writing as sources of pleasure in middle and high school classrooms. Teachers will be empowered to help their students discover how writers form ideas through various uses of literary language. Teachers will also develop a toolkit of practical skills necessary to teach a variety of texts.

EDG 610 (EDL 610). Issues in Curriculum and Instruction (3).

Teaching critical thinking and structured reasoning will be the foundation of this course. Futurists' models of classes and schools will be discussed and analyzed. A study of teaching models, strategies and assessment procedures used in instruction will be identified and demonstrated in the light of supporting research. Community resources will be identified and their programs discussed in reference to the needs of students and school districts. The role of the teacher as counselor with students and their families will be stressed with a special emphasis on counseling with diverse students. This course is cross-listed with EDL 610.

EDG 611. Curriculum Develop & Instruct Mid School (3).

This course will focus on contemporary as well as historical curriculum thinking and practice with special emphasis on the requirements of the 2003 Board of Regents Policy on Middle-level Education. We will address how this Policy influences the implementation, planning and evaluation of curriculum at the Middle-Level. We will

critically examine the standards movement through varied perspectives, including political, social, cultural and philosophical. These perspectives will be perceived by participants as complimentary and/or contradictory, and will serve as the basis for class discussions and assignments. A major goal of this course is to assist participants in critically examining the traditional American curricula and compare and contrast at the Middle-Level in light of the changing sociopolitical context at that level. To that end, course materials include research, practice and case studies that focus on teaching for equity and social justice. Participants will examine their own personal practical knowledge and its impact on their translation of curriculum.

EDG 612. Curriculum Develop & Instruct Second Schl (3).

This course will focus on contemporary as well as historical curriculum thinking and practice. The issues discussed have the potential to influence the implementation, planning, and evaluation of curriculum at the high school level. We will critically examine the standards movement through varied perspectives, including political, social, cultural and philosophical, and the effect of the Regents examination requirement for graduation in NYS. These perspectives will be perceived by participants as complimentary and/or contradictory and will serve as the basis for class discussions and assignments. A major goal of this course is to assist participants in critically examining the traditional American curricula in light of the changing sociopolitical context at that level. To that end, course materials include research, practice and case studies that focus on teaching for equity and social justice. Participants will examine their own personal practical knowledge and its impact on their translation of curriculum.

EDG 613. Strategies for ELA Discuss in K-12 (3).

This course will assist teachers in using discussion and dialogic interaction for literacy instruction and learning in English language and literature in K-12 classrooms. Classes will include theoretical and best practices related to three models: book clubs, open discussion and literate environment.

EDG 614. Mental Health Issues in the Classroom (3).

This course is designed to assist teachers in identifying and intervening in their students' emotional or behavioral reaction to mental health conditions and situations. Teachers will develop the competencies necessary to identify, access services for, and carry out interventions for students in their classrooms related to mental health disorders.

EDG 615. Decision-Making in Schools (3).

This course examines the teacher as decision maker in all aspects of the profession. Focused on contemporary issues, participants will explore teachers' decisions regarding instruction, curriculum, assessment, and other professional facets of the teaching and learning process.

EDG 616. Classroom Management Strategies (4-6) (3).

This course provides a thorough analysis of classroom management for PK-Grade 8. Students will learn ways to: manage group behavior to reduce disruptions; involve students in the discipline process; have their students realize their capabilities and successes; and help their students to develop a management plan for their own behavior.

EDG 617. Curric/Instruc Pre-K - Grade 2 (3).

This course will present current research and best practices related to teaching preschool and primary grades. Innovative methods and techniques will be discussed and applied. The subject matter areas studied are math, science, social studies, music, art, and language arts. The purpose of this course is to examine developmentally appropriate curricula, current issues and practices at the preschool and primary grade levels. This course is designed to be taken by students who may have no specific background in early childhood education.

EDG 618. Co-Teach Strategies Inclusive Classrooms (3).

This course provides an in-depth examination of the rationale and strategies for co-teaching partnerships to better meet the learning needs of all students, including students with special needs. Participants will become familiar with the five critical elements of an effective collaborative team and explore different approaches to co-teaching. Strategies will be discussed related to scheduling, role clarification, administrative support, and facilitating student access to the core curriculum by differentiating the content, process, and assessment.

EDG 619. The Peaceful and Just Classroom (3).

This course introduces research-based approaches to classroom management systems and provides in-depth opportunities to analyze connections and disconnections between youth home and school management systems. Teachers will consider the importance of establishing expectations of cooperation and participation with supportive frameworks of rules that do not necessitate the imposition of unrealistic organizational structures and unreasonable controls. Teachers will examine school policies in order to create classroom environments in which the nurturing of our youth is not separated from academic instruction.

EDG 620. Introduction to Native American Educ (3).

This graduate course will provide an introduction to Native American education and prepare students to be culturally aware and responsive of diverse Native American populations. It will provide an overview of the history of Native American education and the legacy of colonization that highlights losses, resiliency and renewal. To foster students' sensitivity and responsiveness necessary for creating meaningful sociocultural learning environment and relations, students will apply cultural self-analysis and assess their progress for challenging ethnocentrism and marginalization. Content and assignments guide students

in gaining cultural awareness, sensitivity and competence that honors Native American students, their cultures, families and communities. Students will apply strategies for designing culturally responsive pedagogy for Native American children K-12 within their content area. Students will examine the role of cultural competence for building collaborative partnerships with Native American youth, families and communities in responding to educational concerns.

EDG 624. Develop Approp Prac for Responsive Class (3).

The Responsive Classroom course is designed to provide students with advanced child development, social interactionist and constructivist theory as well as direct and practical application of the theory to current classrooms. As a result of this course, students will be able to implement the components of the responsive classroom and developmentally appropriate practices.

EDG 625. Teaching Children's Literature (3).

Literature written for children PK-6th grades will be identified as to its cultural, racial and gender significance in this course. Students will become familiar with the well known children's authors and their works. They will demonstrate this ability to identify books for children based on interest, age, reading level, and appropriateness of material. Techniques to increase a love for reading in children will be identified and demonstrated.

EDG 635. Cross-Cult Comm for Tesol Classroom K-12 (3).

Students will possess a thorough knowledge of how diverse students learn and acquire a second language through study in this course. This knowledge will be inclusive of culture, gender, socio-economic status and race. All forms of communication will be studied including verbal, non-verbal and the written word in the context of appropriate teaching strategies/aids for classroom use. Field experiences required.

EDG 636. Methods/Strat Teach Young Adolescent Lit (3).

In this course young adult literature, written for children in fifth grade through high school, will be identified and studied. Special emphasis will be focused on literature for its cultural, racial and gender significances. The purpose of this course is to study young adult literature in conjunction with the developmental and psychological stages of young adults, the nature of the school community, and curriculum planning and implementation. Teachers, through the process of reading, writing, listening, speaking, and viewing, will discover how to use all of these elements to encourage and enhance the individual responses of their students.

EDG 637 (EDL 637). Special Edu Adminis & the Law (3).

The course will provide a framework for you to build an understanding of and an approach to the laws that affect and assure free and appropriate education of children and adolescents requiring special or

related educational services. The goal of this information will be to provide a foundation and strategies for effectively meeting the needs of the classified special education students and those receiving services through Section 504.

EDG 638. Early Childhood Education (3).

In this course students will apply how children learn by identifying appropriate curricula, instructional strategies and assessment procedures for the preschool, kindergarten and primary child. This application will include an understanding of the role culture, socio-economic status, race and gender play in human growth and development. Recent research and model programs for classroom management will also be discussed and demonstrated.

EDG 640 (EDL 640). Critical Issues in Educ and Leadership (3).

Identification and analysis of current issues in education will be the focus of this course. A study of the reform movements of the 80's and the responses to these reforms by the education community throughout the country and in particular at the New York State level. Selected issues will be discussed and debated in depth: inequality in access to services; the charter schools; authentic assessment; inclusion; financing education; school choice; diversity, etc. Model schools/ programs for the 21st century will be researched, discussed and presented to the class.

EDG 641. Strat/Curr for Emo Dist Stu (3).

This course is designed for graduate students of special education, as well as elementary and secondary, who are striving to understand and provide appropriate instruction for children who have behavioral problems and/or emotional problems. As a one semester course, issues of a theoretical nature will be addressed within the context of actual instructional strategies and the development of curricula to include this special population at the elementary and secondary levels.

EDG 642. Teaching Children & Adolescents W/ Autism (3).

This course is designed for those interested in the cognitive, social and communication needs of children and adolescents with autism. The course will emphasize the translation of theory into practice as to how students with autism can learn. The many approaches to program development, behavior management and communication will be illustrated by videotapes, class discussion and guest speakers.

EDG 644. Developmental Issues in Adolescent Education (grades 7-12) (3).

In this course, the focus is theories and aspects of how secondary students develop and learn. The emphasis is on the cognitive and sociocultural development, as well as how that development is situated within the school environment. Participants will examine and discuss current understanding of thinking and learning, especially in relation to the development students with disabilities and learning challenges. Only open to MEd students.

EDG 645. Curriculum & Strat Educ Gifted Stud 4-8 (3).

This course examines issues and problems related to identifying giftedness in students who are underachieving, culturally different, language minorities, disabled, and from various of socio-economic status backgrounds. The course will examine the scholarly contributions of major historical, modern theorists and experts in the field; examine multiple identifying criteria and classroom resources needed to develop the potentialities of academically and creatively gifted children. The course is also designed to expose teachers/educators to the unique issues and needs of gifted students in urban settings, specifically minority and low SES students. A major component in the course concerns teacher support to families of the gifted, and the representation of gifted students in special education classes.

EDG 646. Collaborative Consultation (3).

Increasingly, educators are required to work in complex teaching situations involving paraprofessionals, therapists and parents. Developing positive working relationships is critical to the success of these multidisciplinary teams. This course will highlight major issues and strategies for collaborative consultation. Role playing and problem-solving comprise a significant amount of the course.

EDG 647. Curric Adapt/Stu With Disabil (7-12) (3).

Special educators provide modifications and adaptations to curricula, instruction and assessment at the secondary level so that students with disabilities learn effectively. The focus of this course is on those techniques, along with study skills, test taking strategies and other practices designed to help adolescent students become successful independent learners.

EDG 648. Learning Disabilities (3).

This course surveys the field of learning disabilities in education. Theories about causes are presented in addition to strategies for remediation. Students will learn models of clinical teaching beginning with the diagnosis of the learning disability, followed by instructional methods for remediation. Case studies will illustrate aspects of clinical teaching.

EDG 649. Literacy Proc & Strat Stu Spec Need K-12 (3).

This course provides the foundation of current theories and practices in literacy processes. Comprehension, oral language, vocabulary, word analysis, writing processes and fluency will be studied in the context of assessing and instructing students with disabilities. The course is intended for current practitioners who are seeking additional certification in special education.

EDG 650. Technology for Classroom Integration (3).

This introductory survey course is designed for educators to integrate educational technology for effective teaching and learning. Students will be introduced to an array of productivity tools, new educational

technologies and strategies, and professional resources. Not open to students who have taken EDG 675.

EDG 651. Supervised Preservice Tch Grades 1-6 (4.5).

This course is required for all prospective teachers seeking the New York State certification in Childhood/Students with Disabilities. In this course, teacher candidates, who have successfully completed the prerequisite courses and competencies, will begin full-time teaching in area elementary classes. Each candidate will fulfill a teaching experience in one elementary classroom (grades 1-6). A signed contract between the candidate and the supervising teacher ensures a gradual induction into the field of teaching. Weekly evaluations will be completed by the cooperating teacher, the college supervisor and the preservice teacher. Prerequisite: EDG 575.

EDG 652. Supervised Preserv Tch/Grd 1-6/Disabil (4.5).

This course is required for all prospective teachers seeking the New York State certification in Childhood/Students with Disabilities. In this course, teacher candidates who have successfully completed the prerequisite courses and competencies, will begin full-time teaching in area elementary classes with students with disabilities. Each candidate will fulfill a teaching experience in one elementary classroom (grades 1-6) with students with disabilities. A signed contract between the candidate and the supervising teacher ensures a gradual induction into the field of teaching. Weekly evaluations will be completed by the cooperating teacher, the college supervisor and the preservice teacher. Prerequisite: EDG 575. Corequisite: EDG 695.

EDG 653. Preservice Clinical Seminar (3).

This seminar is mandated by New York State Education Department regulation, and accompanies student teaching to form a comprehensive professional semester. It is as important to the completion of your program as student teaching. The focus of this seminar will be on preparing teacher candidates to enter the teaching profession. The course will include pragmatic information (such as job seeking hints, electronic portfolio development, and state certification procedures), as well as activities designed to promote contemplation of critical issues (such as putting your individual philosophy of education into practice) through action research methodology.

EDG 654. Superv Preservice Teaching Grades 7-9 (4.5).

This course is required for all prospective teachers seeking the New York State certification in Adolescence. In this course, teacher candidates preparing for the New York State Adolescence certificate, who have successfully completed the prerequisite courses and competencies, will begin full-time teaching in area middle school classes. Each candidate will fulfill a teaching experience in one middle school classroom (grades 7-9). A signed contract between the candidate and the supervising teacher ensures a gradual induction into the field of teaching. Weekly evaluations will be completed by the cooperating teacher, the college supervisor and the preservice teacher. Prerequisite: EDG 570.

EDG 655. Edu Strat/Students with Disabl (3).

This graduate course explores researchbased practice for teaching students with disabilities in academic and functional curriculum areas. Students of all disciplines are invited to register, whether involved in special education, elementary or secondary. The course will include techniques for both remediation and compensation with a focus on independent learning strategies. Both primary and supplemental instruction will be addressed, as well as collaboration and consultation with regular education teachers, parents and paraprofessionals. Strategies for successful integration and inclusion of students with disabilities will also be studied. Practicum experiences are a part of this course, therefore the assignments are designed for application of concepts and skills and reflection on practice for student teaching where this is required.

EDG 656. Superv Preservice Teaching Grades 10-12 (4.5).

This course is required for all prospective teachers seeking the New York State certification in Adolescence. In this course, teacher candidates preparing for the New York State Adolescence certificate, who have successfully completed the prerequisite courses and competencies, will begin full-time teaching in area high school classes. Each candidate will fulfill a teaching experience in one high school classroom (grades 10-12). A signed contract between the candidate and the supervising teacher ensures a gradual induction into the field of teaching. Weekly evaluations will be completed by the cooperating teacher, the college supervisor and the preservice teacher. Prerequisite: EDG 570.

EDG 657. Supv Preserv Teach Adolesc Spec Ed 7-12 (4.5).

This is a required course for all teacher candidates preparing for the NYS Dual Certificate in Adolescence/Special Education. Teacher candidates who have successfully completed the prerequisite courses and competencies must fulfill a teaching experience in an area middle or secondary special education classroom. A signed contract between the candidate and supervising teacher ensures a gradual induction into the field of teaching. Weekly evaluations will be completed by each of the cooperating teacher, the College supervisor and the preservice teacher. Prerequisite: EDG 570

EDG 660. Adult Learning Theories and Approaches (3).

Research regarding the nature of adult learning has grown significantly in recent years. New research in self-directed learning, intelligence and cognition are being linked to adulthood. This course explores these new works, examines various aspects of human development and relates them to enhancing the thinking and learning performance of adults throughout life.

EDG 662. Critical & Contemp Issues in Adult Ed (3).

There are several important issues facing the adult education field today. Some are controversial in nature while others are more philosophical. This course will focus on several such issues and discuss

implications for the adult educator and learner. The general purpose of the course is to help learners better understand various issues, the nature of the field of adult education, the field's future direction, and personal views on several contemporary issues.

EDG 664. Continuing Professional Education (3).

Professionals in every setting are facing escalating pressures to acquire new knowledge and skills. This course examines continuing professional education from the view of both individual professionals and educational providers. Effective continuing education is one important way professionals, associations and service organizations can respond to the needs of their clients.

EDG 665 (EDL 665). Legal Issues for School Professionals (3).

This course examines federal and state laws affecting the rights, privileges and duties of administrators, teachers, pupils and citizens. Attention is given to structural organization of government, public and private education, finance, collective bargaining and other pertinent factors.

EDG 666. Gerontological (aging)trends, issues, polic (3).

This course examines aging as an individual, social, and educational process. Also individuals who work with older adults in governmental agencies, community senior programs, skilled living and nursing facilities, and institutions of higher education, need to understand various gerontological (aging) trends, issues and policies. Furthermore, they need to develop the skills required to perform required services for older adults in their respective work sites.

EDG 667 (EDL 667). Grantwriting- Teachers & Administrators (3).

The primary focus of this course is on locating funding sources for educational research and projects and developing effective grant proposals. Participants will explore the connections between research methods and grant writing, including clear definition of problems and objectives, review of existing literature and appropriate design and techniques for inquiry and assesment. Other topics include writing styles for particular audiences, where to seek funding for educational projects and research, how to review and critique manuscripts and grant proposals. A completed grant proposal that is ready for submission to a funding agency is the culminating project.

EDG 670. Curriculum and Technology Strategies (3).

This course examines the relationship between curriculum and technology. With a focus on the challenges and potential solutions of educational technology in curriculum design technological environment of various school setting and digital equity issues that impact the effectiveness of technology and pedagogy will be discussed to guide the development of a more responsive curriculum.

EDG 671. Intro & Survey of American Higher Educ (3).

This course provides students an overview of contemporary American higher education. The instructor will manage the course, be responsible for course objectives and requirements, and provide the ongoing course content. In addition, Le Moyne College administrators representing the academic environment, financial operations, student development, and institutional mission and advancement will be invited to offer various perspectives highlighting the administrative components and leadership roles in a higher education institution. Students will also be introduced to the major journals, conferences, associations, and research topics of the field.

EDG 672. Principles of Enrollment Management and Marketing in Higher Education (3).

Enrollment Management is a key concept in the administration of colleges and universities today. Enrollment Management is both an organizational structure for improving student and institutional outcomes and on organizational structure that typically includes administrative areas related to student access, success and marketing.

EDG 673. Critical & Contemp Issus in Higher Ed (3).

This course examines the current issues and challenges facing higher education. Such issues and challenges will be identified and analyzed by students. The course also enables to gain a broad perspective of the issues and factors influencing change. Cultural, demographic, economic, political and social forces will be of particular interest and concern as they impact on administration, faculty, students, and curriculum. Students will have the opportunity to examine critical issues in higher education in depth based on current research, practicies and their own experiences as higher educators.

EDG 674. Leadership & Management for High Ed Admn (3).

This course is designed for students who aspire to or currently are employed in higher education administrative or leadership roles. This course focuses on the processes of leadership, management, and various levels of administration and explores the methods used for successful organizational change and improvement. The course will explore strategies for effectively planning, organizing, and managing student services, including the design and deployment of programs and services that enable students from diverse backgrounds to achieve their educational goals.

EDG 675. Educational Technology in Special Educ (3).

This introductory survey course is designed for educators to integrate an array of productivity tools and strategies with an emphasis on assistive technology, for effective teaching and learning. Students will be introduced to devices and applications, including those used in special education settings for educational, vocational and recreational purposes. Not open to students who have taken EDG 650.

EDG 676. New Literacies in the Inclusive Classroom (3).

This course will focus on the possibilities of new literacies that emerge from new technologies. Exploration of strategies that individuals use to bridge digital literacies with print practices will include review of the visual, digital, and information literacies across content areas. Research and best practices around pedagogical approaches to online reading and digital writing will be examined and applied. Not open to students who have taken EDR-672.

EDG 677. Curricular Practices for Virtual Educators (3).

This survey course will address theory and practice of technology-supported learning. Participants will develop the necessary knowledge and skills to analyze and evaluate the tools, methods, and environments for content specific instructional strategies. Emphasis will be placed on research-based best practices to meet required curricular guidelines.

EDG 680. Research Methods in Education (3).

This course will describe the research process and explore alternative ways to conduct research in education. This includes an emphasis on design, sampling, data collection, analysis and presentation of findings. Teachers will learn techniques to complete "action" research studies in their classes. This course will provide the foundation for completing the master's project. Prerequisite: Candidates must complete all required courses.

EDG 681. Supervised Internship Childhood PreK-6 (3).

Supervised internship in a setting selected under advisement. Analysis of innovative designs and application of theory to practice will be evaluated. Critical analysis of the student's competency will be conducted through self-assessment and supervisory feedback. Open only to students who already possess provisional or permanent certification. Depending on the area of certification, elementary, childhood literacy or TESOL, the site, supervision and evaluation will be based on the implementation of the necessary teaching qualifications. (See Internship observation Evaluations)

EDG 682. Supv Internship in Special Education 1-6 (3-6).

Supervised internship in a special education setting selected under advisement. Analyses of innovated designs and application of theory to practice will be evaluated. Critical assessment of the student's competency will be conducted through self-analysis and supervisory feedback. Open only to students who already possess provisional or permanent certification. Pass/Fail only.

EDG 683. Supv Internship Adolescent Educat 7-12 (3).

Analysis of innovative designs and application of theory to practice will be evaluated. Critical analysis of the student's competency will be conducted. Critical analysis of the student's competency will be con-

ducted through self-assessment and supervisory feedback. Open only to students who already possess provisional or permanent certification. Depending on the certification area, elementary, adolescent literacy, or TESOL, the site, supervision and evaluation will be based on the implementation of necessary teaching qualifications. (See Internship observation Evaluations)

EDG 684. Supv Internship Adolescent Spec Ed 7-12 (3-6).

Supervised internship in a special education setting selected under advisement. Analysis of innovated designs and application of theory to practice will be evaluated. Critical assessment of the student's competency will be conducted through self analysis and supervisor feedback from the cooperating teacher and the college supervisor. Open only to students who already possess provisional/initial or permanent/professional certification.

EDG 690. Master's Project (3).

Classroom teachers are faced with questions that puzzle and concern them in their interaction with students. In this course teachers select their own professor approved topics and conduct research in classrooms. Students must register at regular registration with permission of thesis advisor. This research may be conducted on three levels: 1. Descriptions of processes (what actually happens). 2. Description of relationships (what is associated with what). 3. Research supporting a causative relationship. Degree candidates are required to present their research project to the Department of Education.

EDG 695. Graduate Research Seminar (3).

This course is required of all students seeking New York State Teacher certification. This weekly research seminar is designed for the preservice teaching professional semester. The resulting project will serve as a culmination of research and literature produced from previous graduate courses. During the seminar, preservice teachers will analyze past work in order to identify topics for action research to be conducted in their fields. This course must be taken during the student teaching semester.

EDG 700. Creative Writing for Teachers (7-12) (3).

A graduate level creative writing workshop for teachers interested in the writing of poetry and fiction. While time will be given to exploring the technical elements of poetry and fiction through analysis of published work by contemporary authors, most class time will be devoted to workshop-style discussion of student writing, with an eye to revision and improvement. This course will provide an overview of, and practical experience with, the creative process. Writing exercises will be assigned to provide students with insights into writing technique; they will also equip teachers with practical tools for use in the classroom. Time will be devoted to discussion of pedagogy in relation to the teaching of creative writing. Students will complete a final portfolio of poetry and fiction. For novice and experienced writers.

EDG 701. Advanced Strategies Lang Arts Educ (1-6) (3).

This course is about reading and writing as a source of pleasure and about new ways in which teachers can convey the sheer joy of doing things with words to younger students, grades 1-6. Using a series of popular and award-winning texts, this class will explore strategies for introducing poetry and prose to young readers, and will help teachers to develop a personal library of teaching materials that can be of immediate use in the teaching of language arts in the elementary school classroom. The course will pay particular attention to the ways in which difference-- cultural, racial, and physical-- is celebrated in stories and poems.

EDG 702. Content & Strategies Math Teaching 5-8 (3).

This class is designed to increase mathematical knowledge and skills for middle school teachers in grades 5-8. Concepts that are part of the newly restructured New York State Mathematics curriculum will be explored and examined. These content areas include algebraic thinking, geometric concepts, measurement, proportions and ratios, probability and statistics, data analysis, fractions and decimals. This course will focus on effective strategies and methods pertaining to the teaching of mathematics in grades 5-8.

EDG 703. Advanced Strategies for Science Educ K-4 (3).

Students will research current science content topics in order to supplement their existing curricula Grades K-4. They will also explore creative research-based pedagogical strategies that promote effective teaching to students with diverse learning needs.

EDG 704. Adv Strat for Social Studies Edu 1-6 (3).

In this course students will demonstrate teaching lessons with a special emphasis on the teaching of geography and economics in grades PK-6. Instructional strategies/aids will be developed and implemented that include teaching students from diverse backgrounds and diverse learning styles. Thematic units will be written that will include the integration of other content areas as an additional asset to the social studies unit.

EDG 705. Content/Strat Prim Math Teaching K-4 (3).

This class is designed to increase mathematical knowledge and skills of certified elementary teachers. Many of the concepts that are part of the newly restructured New York State mathematics curriculum will be explored and examined. These content areas include algebraic thinking, geometric concepts, measurement, proportions and ratios, probability and statistics, data analysis, fractions and decimals. The course will also focus on effective strategies and methods pertaining to the teaching of mathematics in grades K-4.

EDG 708. Curriculum Integration Strategies (7-12) (3).

This course will focus on the various models of curriculum integration across the spectrum. Participants will focus on thematically related content, skills common to both content areas, as well as strategies to increase student achievement on assessments. The course will also focus on similarities between the state assessments in secondary content areas. We will examine a wide variety of formats for student evaluation as well as create rubrics to determine if the objectives were met. Ultimately, the main goal is to make the educational experience more meaningful thus motivating students to become more self-directed learners. To that end, course materials include: research, practice, demonstration and case studies that focus on integrating secondary content areas.

EDG 709. Working With At Risk Stu in Class 7-12 (3).

This course will focus on teaching the non-traditional student. Such a label incorporates a wide variety of students. Typically, alternative education is designed for the adolescent who has not been successful in the traditional school setting. Learning to connect with these students as well as the people associated with them will be the main focus of this course. Learning to create meaningful relationships not only with the student but with parents and/or caregivers, mental health workers, court appointed case workers; school social/guidance counselors, etc. will allow prospective teachers insight into the workings of the alternative education setting. Students will explore how socioeconomic differences and cultural backgrounds affect students. This course will also examine curricula and lesson plans that meet not only the state standards but also the social/emotional well being of the adolescent.

EDG 710. Dev/Imp Community Based Curr-All Student (3).

This course is designed to provide a foundational understanding of community-based curriculum planning, development, and teaching strategies for children and youth across a range of disabilities. Community-based experiences develop critical skills which children must learn for success in life. The course will guide graduate students in the development and implementation of a community-based curriculum by using a series of projects created so that children can learn and practice functional and life skills both in their classrooms and in natural community environments. An essential component will be the use of problem solving in the development of a variety of integrated activities that promote membership and learning for both special education and general education students. Our goal is to prepare children to lead productive lives at home, in school, and in their social relationships.

EDG 713. Teaching Race & Classic American Lit (3).

This course will explore classic American fiction from Cooper's *Last of the Mohicans* to Morrison's *Beloved* in an attempt to develop pedagogical strategies that challenge students to think about race in ways that are

historically informed, relevant, and unsentimental. There are a number of ways to organize a course on race in American literature. This course focuses upon the fault line of African American and Caucasian identity; in other words, it self-consciously reduces the world of race in America to Black and White. In addition to reading primary texts, students will also work with historical documents about and critical responses to these works in order to provide more complete contexts for both the reading and teaching experience. Finally, the course will also work with texts which are identified almost solely by their racial content, such as Twain's *Huckleberry Finn*, as well as with those which are not usually read in racial terms, Poe's "Black Cat" for example or Dickinson's poetry. In all cases, the goal of the course will be to illustrate the extent to which race is a shifting and complex category, informed by gender, economics, politics, and various competing ideologies.

EDG 714. Howells, James and Wharton (3).

This course will allow secondary English teachers to become familiar with, or deepen their knowledge of, three central novelists of late nineteenth- and early twentieth-century America, William Dean Howells, Henry James, and Edith Wharton. Students will explore Howells's influence on James, and the influence of both Howells and James on Wharton; they will also examine differences and similarities in the novelists' subjects and styles, along with central issues taken on by all three novelists, such as gender roles in society; the functioning of the class system; conspicuous consumption, "taste," and the role of money in post-Civil War and Gilded Age America. The class will also examine, to some extent, film adaptations of some of these works. Further, secondary teachers will be assigned to create appropriate pedagogies and assignments for teaching these texts in their classrooms.

EDG 715. Using Hist Lit in Cross-Cultural Teach (3).

This is a course designed to meet the needs of secondary teachers interested in finding additional literature to use as supplemental resources for their curriculum. We will discuss the benefits and challenges to learning history through literature, both fiction and non-fiction, as well as address the needs of today's middle and teen readers. This course will examine both classic literature of the canon as well as contemporary, young adult pieces in order to identify a range of titles suitable for a variety of teenage audiences, reading levels, and course objectives.

EDG 721. Advanced French Grammar & Stylistics (3).

Designed for enrichment of students of French, especially for teachers of the French language. Analysis and refinement of grammar and syntax. Comparative stylistics of French and English.

EDG 722. French Literature and Art (3).

This course provides an analysis of representative works of French literature from the Renaissance to the early twentieth century viewed through the lens of contemporaneous art. Common themes and stylistic techniques are addressed in order to highlight a methodology that may be used by teachers to motivate students for the study of art and literature.

EDG 723. French Phonetics (3).

This course provides the principles and practice of French phonetics and phonology. Phonetic theory, transcription practice and corrective phonetic exercises enable the non-native speaker to acquire a more authentic French pronunciation. Special attention is given to the methodology of teaching pronunciation to anglophone students.

EDG 724. Politics, Sociology of Contemp France (3).

Political and social evolution of state and society in France in the 20th Century with an examination of today's issues. Immigration; political continuum left/right; the question of inequality; relationships of political parties; viability of social, educational and political institutions; religious questions; the role of culture. (Given in French)

EDG 726. Adv Grammar & Styl in Spanish (3).

Advanced grammar and stylistics course designed for Anglo speakers and teachers of Spanish. Special emphasis will be placed on grammatical structures and idiomatic constructions particularly difficult for English speakers. Authentic readings will be discussed for comprehension, and the grammar and vocabulary analyzed. Exercises, translations, and compositions will reinforce the items presented in each chapter.

EDG 727. Latin American Cinema (3).

A survey of Latin American film from the 1960's to the 1990's. This course, taught in Spanish, is interdisciplinary and cross-cultural emphasizing the socioeconomic-economic and political issues that gave rise to a specific movement. This course is designed to introduce the students to the cinematic work of a number of Latin American film artists, and to develop a more detailed and creative reception of each film.

EDG 728. Spanish Phonetics/Hst of Lang (3).

An analysis of the Spanish sound system (Phonetics) aimed at correcting pronunciation defects of Anglo speakers of Spanish, as well as an overview of the history and evolution of the Spanish language since its origins.

EDG 729. Topics in Hispanic Literature (3).

Advanced course in Spanish or Latin American Literature. Topics/ Authors may vary from semester to semester. Writing intensive. Emphasis on literary analysis.

EDG 730. Teens, Tween and New Literacies (3).

In this course, participants will examine and discuss current understanding of new literacies and effective use of these strategies with students (ages 8-18). Teachers will learn to integrate strategies related to areas such as popular culture and digital literacies within their curricula.

EDG 731. Harry Potter Acr Curr: Multidisc Approach (3).

There is much debate about the Harry Potter books and whether or not they have a place in public school curricula. This course will have focus on three main issues: the debate over the merits and challenges

of teaching the Rowling novels; the cultural phenomenon around the novels and the impact on young people; and effective strategies for using the novels as a starting point for other topics required by the New York State Learning Standards. Within the discussions will be issues related to literacy, and the role of children's literature in shaping the next generation's beliefs about gender, social class, race imperialism, capitalism, and spirituality. Teachers will be encouraged to empower students to engage in debates and dialogues around these and other issues.

EDG 732. Introductory Combinatorics (3).

This course covers enumerative analysis: generating functions, recurrence relations, and Polya's theory of counting. It covers graph theory with emphasis on the planar graphs, and design of experiment through combinatorial designs and optimization problems. In addition this course will provide students with analytical tools for combinatorial problems to be used in the middle/ high school classrooms.

EDG 733. Introduction to Ethnomathematics (3).

This course is designed to help teachers use mathematics across the curriculum in creative and informative ways. It will not only increase knowledge of mathematics, but place it in the context of numerous cultures. This course is designed to help teachers discover how mathematics has served and continues to serve all people around the world. This multidisciplinary approach will awaken the mind to intrinsic and extrinsic values of mathematics and add numerous possibilities for motivating students in any content area as well as any area of mathematics.

EDG 734. Advanced Calculus (3).

An in-depth examination of technical material typically omitted from undergraduate Calculus courses: limits, continuity, differentiation, and integration. Each topic will give rise to extensions of the subject beyond introductory material. Students will prepare presentations for the purpose of demonstrating the manner in which the material will inform their teaching of calculus. Prerequisites: undergraduate sequence in calculus

EDG 741. Biology and Ecology of Insects (4).

This course is designed to teach basic principles of insect biology and ecology, including insect identification, adaptations to various environments and structure/function relationships. In addition, this course will provide students with experience in making an insect collection to be used in the classroom, and developing lesson plans and laboratories based on course material, but targeted at middle school or adolescent students. Three hours of lecture and three hours of lab per week.

EDG 742. Physiology: Mechanisms of Body Function (3).

The course is designed to teach basic principles of human physiology involving the following systems: nervous, endocrine, muscle, circulatory, excretory, digestive, immune, and reproductive. In addition, this course will provide students with experience in developing lesson

plans and laboratories based on course material, but targeted at middle school or adolescent students.

EDG 743. Physiological Plant Science (4).

This course emphasizes the morphology and fundamental life processes of higher green plants. Topics include water relations, photosynthesis, responses to environmental stimuli, mineral nutrition and hormonal interactions. The interpretation of course material into suitable topics for middle school or high school classes will also be developed.

EDG 744. Ecosystem Assessment (3).

This course will deal with the characterization of terrestrial and aquatic ecosystems and the assessment of ecosystem processes and species interactions. Both short and long term data collection and analysis will be an important part of this class. Primary literature will be presented and discussed by the participants and relevant breakout sessions will allow in-depth exploration of topics. The material discussed and presented in this class will provide the basis for a series of educational unit plans directly useable in middle and upper school biology courses.

EDG 745. Teaching Advanced Placement Biology (3).

This one week (40 hour) course presents important pedagogical skills, strategies and the course content necessary for teaching College Board Advanced Placement Biology*. It is designed for biology teachers new to teaching AP Biology, as well as experienced AP Biology teachers looking for professional development. (*The AP Biology course which is taught to high school students is designed to be the equivalent of a two semester college introductory course usually taken by biology majors during their first year.)

EDG 748. Teaching HS Regents & Honors Chemistry (3).

This course is designed to be a combination content-pedagogy course. The primary purpose of the course is to work with students in clarifying what needs to be taught in a high school chemistry course and in a high school honors chemistry course and the appropriate level for that content in each course. Students will experience working on the content and developing appropriate lab activities for each of the units in each course and will learn technological components for both the instructional component and the assessment generation and grading of their students. Topics to be covered include: Matter and Energy, Atomic Structure, Naming and Formula Writing, Periodic Table, Bonding, Mathematics of chemistry, Nuclear Chemistry, Kinetics and Equilibrium, Acid Based Chemistry, Organic Chemistry and Electrochemistry. Students will cover the content in each unit, complete labs, construct lesson plans, and work on test development.

EDG 750. Teaching Advanced Placement Chemistry (3).

This course will prepare teachers to teach Advanced Placement (AP) Chemistry. It is assumed that participants have a good knowledge

of those AP Chemistry topics that are also typically taught in first year high school chemistry. It is further assumed that teachers have developed strategies for teaching that content. Therefore, even though some time will be spent on how those topics are dealt with on the exam, most emphasis will be placed on topical modules involving content that is not normally covered in the first year class. These are classifying chemical reactions and predicting their products, chemical kinetics, chemical equilibrium, thermochemistry and thermodynamics, and electrochemistry. Advanced Placement Chemistry is a laboratory-based course. Emphasis will be placed on laboratory in this institute as well. Laboratory experiments are to be developed which meet the College Board's requirements for recommended laboratories.

EDG 751. Teaching With Comics & Graphic Novels (3).

This course provided strategies for selection, evaluation and instruction of comics and graphic novels in elementary and secondary classrooms. Participants will explore way that teachers at all grade levels can integrate Common Core State Standards in English/Language Arts standards across content areas. The focus of the course will be on providing K-12 students with the reading and writing skills through alternate print formats.

EDG 752. Teaching Media Literacy Across Curricula (3).

This course provides a foundation for teaching media literacy in elementary and secondary classrooms. In this course, participants will explore ways that teachers at all grade levels can integrate media literacy skills across content areas. The focus of the course will be on providing K-12 students with the concepts and skills that will allow them to be critical consumers of media. Participants will gain strategies to assist their students in deconstructing media messages, as well as creating their own media based on the core concepts.

EDG 753. Techniques Teach Regents/Honors Physics (3).

This course is designed to be a combination content-pedagogy course. The primary purpose of the course is to work with students in clarifying what needs to be taught in a high school physics course and in a high school honors physics course and the appropriate level for that content for each course. Students will have experience working on the content and developing appropriate lab activities for each of the units in each course and will learn technological components for both the instructional component and the assessment generation and grading of their students. Topics to be covered include: Measurement and Mathematics Vector and Scalar Quantities, Kinematics, Statics, Dynamic, Work, Power, Energy, Electricity and Magnetism, Waves, Characteristics of Periodic Waves, Light including Reflection and Refraction, and modern Physics. Students will cover the content in each unit, complete labs, construct lesson plans, and work on test development.

EDG 754. Advanced Inorganic Chemistry (3).

A survey of advanced topics in Inorganic Chemistry designed to increase the depth and breath of students understanding of theories

describing the fundamental properties of the elements and of compounds. The approach taken in these studies will underscore the fact that a wide range of phenomena, often discussed as disparate topics, are tied to together by relatively few theoretical and conceptual constructs. Emphasis will be placed on helping teachers to develop methods whereby students are shown to construct theoretical/ conceptual frameworks enabling the efficient study and internalization of the facts and descriptions of the vitally important body of knowledge that is Chemistry.

EDG 756. Teaching Regents and Honors Biology (3).

This course is designed to integrate the content and pedagogy of teaching High School Biology. The primary goal is to prepare new biology teachers for teaching High School Biology by presenting the biological course content as outlined in the New York State Core Curriculum - The Living Environment and the appropriate pedagogy. This course can also meet the professional development requirements of new and veteran teachers alike.

EDG 759. Teach Regents/Honors Earth Sci (3).

This course is designed to integrate the content and pedagogy of teaching High School Earth Science. The primary goal is to prepare teachers for teaching High School Earth Science by presenting the course content as outlined in the New York State Core Curriculum - The Physical Setting and the appropriate pedagogy. This course can also meet the professional development requirements of new and veteran teachers alike.

EDG 760. Teaching Advanced Placement Earth Science (3).

This one week (40 hour) course presents important pedagogical skills, strategies and the course content necessary for teaching College Board Advanced Placement Earth Science. It is designed for teachers new to teaching AP Earth Science, as well as experienced AP Earth Science teachers looking for professional development.

EDG 761. Teaching World History (3).

This graduate course fulfills a New York State requirement for certification in teaching Middle School or Secondary Social Studies. It deals with principal themes and trends for use in the teaching of world history. Students will examine and discuss these themes and trends, and will also create appropriate document-based materials for use in the classroom. Prerequisites: BS or BA in one Social Science or in History

EDG 762. War & Peace in 20th Century (3).

This graduate course fulfills a New York State requirement for certification in teaching Middle School or Secondary Social Studies. It deals with issues of war, peace, and conflict resolution in the twentieth century. Students will examine five case studies: World Wars One and Two, the Korean War, the Vietnam War, and the Persian Gulf War. They will develop techniques for teaching these issues to students in grades 6 through 12, and will also create appropriate document-based materials for use in the classroom.

EDG 763. Teaching History of Mexico (3).

This course will provide a detailed study of Mexico from pre-Columbian times to the present. Students will connect issues across time and focus on transmitting material to others in the classroom setting. Each student will be required to research historical themes and to develop written and oral presentations which will be presented to undergraduate students as part of their History of Mexico course. The main goal of the course is to prepare students to both understand Mexico and to effectively teach Mexican society and history in the classroom.

EDG 764. Revolution and Republic 1763-1800 (3).

A survey of the history of the United States from the Peace of Paris of 1763 through the election of 1800. The course will focus on such topics as the causes of the Revolution, its impact on women, blacks, and Native Americans, social protest, diplomacy with Britain and France, the rise of the first party system, and early national society and culture. Students will be required to connect the course content to their school curriculums and appropriate instructional methodologies by using primary documents to create sets of Document Based Questions and developing extended lesson plans on course topics.

EDG 765. Historiography & Methodology (3).

This course examines how Western historians from ancient times to the present have constructed historical narratives from primary sources. It shows students how to evaluate historical texts by teaching them to attend to the philosophical, cultural, and political contexts which influence historians. It asks whether history is an art or a science; it raises questions about objectivity; it explores the phenomenon of interpretations; it demonstrates techniques for the verification of evidence; and it confronts the challenges of presentism, relativism and skepticism by introducing students to current trends and debates within the discipline.

EDG 766 (HST 323). Civil War and Reconstruction, 1848-1877 (3).

A survey of the history of the United States from the Mexican cession of 1848 to the collapse of Reconstruction in 1877. The class examines the cause of the conflict and the impact of the war on civilian populations, women and African Americans. The course will also focus on diplomacy, civil liberties, and the rise of the third party system, the crucial battles, and the failure of Reconstruction. Students will be required to connect the course content to their school curriculums and appropriate instructional methodologies by using primary documents to create sets of Document Based Questions and developing extended lesson plans on course topics. Not open to those having taken HST 323.

EDG 767. Teaching History of Modern Latin America (3).

This course is a survey of Latin America since independence in the 1820s. Students will connect issues across time and focus on transmitting material to others in the classroom setting. Each student will be required to research historical themes and to develop written and

oral presentations that will be presented to undergraduate students as part of their History of Latin America since 1825 course. The main goal of the course is to prepare students to both understand Latin America and to effectively teach it in the classroom. Not open to students who have taken HST 328 or HST 428.

EDG 768 (HST 322). Antebellum America, 1800-1848 (3).

A survey of society and culture from the Jeffersonian era through the Mexican War. The course will examine the causes of the War of 1812, the rise of the industrial order and the cotton kingdom, slave resistance the changing American family and the nature of Jacksonian democracy and reform. Students will be required to connect the course contents to their school curriculums and appropriate instructional methodologies by using primary sources to create sets of Document Based Questions and developing extended lesson plans on course topics. Not open to those who have taken HST 322.

EDG 771. International Human Rights (3).

This course will examine the development of human rights in the international system. It will explore the content of the current international human rights regime- the "blue" social and political rights and the "red" economic rights, as well as "green" rights to development, a clean environment, and peace. It will explore how rights develop and are propagated and will examine the role of governments, international organizations, and non-governmental organizations in the development of rights thinking. By way of illustration, it will examine the anti-apartheid struggle in South Africa and the expansion of women's rights over the last twenty years. Students will be required to connect the course content to their school curriculums and appropriate instructional methodologies, by using primary documents to create sets of Document Based Questions and developing extended lesson plans on course topics.

EDG 772. South African Politics (3).

This course will study the political problems and dynamics in the region of Southern Africa. Focus will be on the domestic politics of the Republic of South Africa, relations among the black-ruled states, relations between the black-ruled states and South Africa, the role of external powers in the region and the conflict potential of contemporary problems. Students will be required to connect the course content to their school curriculums and appropriate instructional methodologies, by using primary documents to create sets of Document Based Questions and developing extended lesson plans on course topics.

EDG 773. Women and Politics (3).

This graduate course offers an extensive survey of the study of women and politics as it also explores feminist pedagogies for teaching this content. The shift in focus from American politics at large to women and American politics is intended to make women visible and their voices audible in a way that a more general course on American politics usually does not. Therefore, the key question to be explored throughout this course pertains to the consequences that this different

perspective holds for us as students of political science and/or women's studies: What do we learn when we focus on the "woman question"? The course is divided into four sections: (1) an introduction to gender, feminist theories, and feminist pedagogies; (2) an examination of the history and politics of the women's suffrage movement; (3) an examination of contemporary politics that challenges traditional understandings of political concepts such as "politics," "equality," "participation", and "citizenship;" and (4) an opportunity to rethink all of these topics from, first, an international perspective, and second, a futuristic perspective. In addition to covering this content, this course is designed to demonstrate active learning techniques and to give you ample opportunity to develop and practice them. Since classes are an integral part of this participatory learning experience, your thoughtful preparation and prompt attendance are required.

EDG 774. Theor, Strat, Curric Adventure Ed Grd 5-9 (3).

This adventure-based course is designed to assist present and future teachers in the preparation of adventure-based teaching and learning. Participants will explore effective instructional strategies for enhancing classroom community, addressing discipline issues and reaching students with exceptional learning styles and needs. This type of experiential learning utilizes activities and initiatives to facilitate holistic growth for both individuals and groups. Cooperative group problem-solving tasks and individual challenge and decision-making opportunities are fundamental elements of adventure-based teaching and learning.

EDG 790. Re-Occupy Schools (3).

Special Topics: The political and regulatory urgency for educators to enact Common Core Curriculum Standards and Annual Professional Performance Reviews rests upon neither sound education nor democratically healthy premises. Framed in the language of "accountability" and "efficiency," these latest permutations of reform culminate twenty-five years of private foundation lobbying, right-wing think-tank propagandizing, and government-business "partnering" to transform democratic public schooling into an incubator of corporate socialization and profit. Through critical readings and research activities seminar participants will examine the neo-liberal / neo-conservative roots and political trajectory of this ideological movement, beginning with the militaristic call-to-arms of *Our Nation at Risk* in 1983 and currently manifested in Arnie Duncan's invidious Orwellian deceit of "equity and excellence" in *Race to the Top*. In the workshop portion of the course, participants will meet with teachers, administrators, school board members and educational policy-makers on current challenges to the public and democratic aspects of public education to consider how thoughtful classroom and community actions can countermand this corporately induced subterfuge.

EDG 790-799. Special Topics in Graduate Education (3).

Courses in this series offer an in-depth exploration of specific issues within the various sub-fields of education, as well as topics of current interest to instructors or students.

EDG 795. Differentiated Instruct: Needs of K-12 (3).

This course is designed to provide k-12, general and special education teachers the theoretical concepts and methodologies necessary to meet a wide range of individual learning needs in the same classroom. Graduate students will participate in a variety of learning activities, practice experiences and guided applications to learn strategies designed to provide multiple paths for learning. In addition, they will acquire an understanding of the principles of differentiated instruction and learn how to incorporate these principles into their regular planning and teaching routines. Prerequisites: MSED Program

EDL 501. Educational Leadership for Soc Justice (3).

This course focuses on an introductory examination of issues relating to school leadership and educational administrative policy and practice. School leadership, as discussed here, encompasses the wide range of job responsibilities and activities that is engaged in by educational administrators as they work collaboratively as a member of a leadership team with other school administrators, teachers, families, students and others within the day-to-day context of schooling. Given this emphasis, the content of the course thus focuses on issues that include, but go beyond the circumstance of the classroom, the primary domain of teachers, and examines leadership responsibilities, issues, duties and activities at the overall school level and beyond.

EDL 502. Leadership/Human Resources Dev in School (3).

This course provides a conceptual and technical background in the human resources function in schools. Students have an opportunity to research and practice problem solving and leadership skills as applied to human resources. Classes promote the sharing of professional expertise.

EDL 503. Culturally Responsive Leadership (3).

This course provides an opportunity for students to understand diverse perspectives in leadership and management. Students will become familiar with the major frames for analyzing a local school culture, concepts of leadership, and the complexities of organizational analysis and change. Students will gain knowledge, skills, and a disposition toward solving the impediments to school improvement. Leadership is more widely distributed than administrators may have realized. Managing the processes to awaken that leadership is a major responsibility for the organizational leader.

EDL 505. School Finance and Facilities (3).

This course provides conceptual and technical understandings of the school business administrative function in New York State public schools. Topics will include examination of the role of a school business manager, developing competencies in areas of budgeting, purchasing, fund accounting, state aid, property taxes, human resources, and long range fiscal planning. This course is required for all students in the Educational Leadership program.

EDL 510 (EDG 510). Labor-Mgt Relations in School Setting (3).

This course provides a conceptual and skills-based introduction to the area of union representation and collective bargaining in school districts. The classes rely heavily on simulations and experiential exercises based on "real-life" cases involving negotiation, fact finding, and arbitration. Classes promote the sharing of professional expertise.

EDL 515. Assessment & Accountability for Schools (3).

This course explores various approaches to assessing student and program performance, interpreting data obtained from these assessments and reporting these results to staff and public. Topics include reliability, validity and measurement error association with assessment strategies; how assessment results are to be interpreted and communicated, and approaches to creating assessment strategies for measuring attainment of school goals.

EDL 520. The Principalship (3).

This course examines critical issues and skills related to site management at the elementary, middle or high school. Topics include varying amounts of autonomy, accountability and responsibility among discrete units within school districts; policy implementation, organization and development of curriculum; instructional models; student services and activities; evaluation/supervision of programs and personnel; change/implementation models; and assessment and long-term planning.

EDL 522. Public Relations for School Leaders (3).

This course provides future educational leaders with the knowledge and skills to effectively deal with informal and formal forces that impact the image of the school within society. Topics include dealing with public opinion and pressure groups, community dynamics, handling inflammatory issues and relations with the media.

EDL 525. Supervision of Instruction (3).

This course examines a variety of supervisory strategies for teaching based on currently proven models. Topics include performance appraisal, professional growth and change, assessing staff needs and analyzing instructional deficiencies.

EDL 533. Communication Btwn School Stakeholders (3).

Written and oral communication and interpersonal skills are studied and practiced in detail. Topics include sensitivity to all aspects of the audience targeting the message, identifying power structures and opinion leaders and dealing with conflict and stress. The course addresses the articulation of the vision and mission of schools through the development of a communications plan. A range of community relations issues including working with the media, business partnerships, school councils and parental interactions are covered.

EDL 534. Educational Facilities Management (3).

The course explores present and future facility planning and equipment needs of schools. The course examines the efficiency of facilities, operations, housekeeping and maintenance programs. It also reviews the planning process for school construction programs. Plans for financing construction are discussed. The role of educational facilities in the teaching/learning process is a central theme throughout the course. The course will include lecture, discussion, on-site visitation and evaluation of school plant and learner needs. Students will also be expected to complete visitations to sites where renovation and/or new construction has been completed and conduct interviews and discussions with the professionals involved in the process at those sites.

EDL 555. Internship for School Building Leadership (3-9).

The educational leadership internship is the capstone experience allowing students to maximize opportunities to practice and refine their knowledge and skills. The internship is a required component of Educational Leadership program leading to NYS certification as a School Building Leader. It provides an opportunity for future educational leaders to work in local schools or other educational agencies. To qualify for an internship, students must be matriculated in the Educational Leadership program. Students must submit an application for an internship experience in the semester prior to the start of the experience. The Director of Graduate Education, the Field Placement Coordinator, and the Credentials Officer must approve all the internships.

EDL 590. Independent Study (1-3).

This will provide the opportunity for persons to do an independent leadership study project mutually agreed upon by an Education Department faculty member, the Education Department Chair, and the student.

EDL 601. School Fund Accounting (3).

Participants will develop the basic competencies and understanding of school accounting to enable them to record and report activities and events affecting personnel, facilities, materials or money of an administrative unit and its programs. The focus will be on determining the necessary accounts to be maintained and the procedures and forms to be used. The recording, classifying and summarizing activities will be emphasized as well as the preparation and issuing of reports and statements which reflect conditions as of a given date and the results of operations in terms of established objectives.

EDL 602. Financial Mgt for School Bus Leader (3).

The theory and practice of real financial decision making of a school administrator in a public school in New York State will be provided, utilizing practical applications. Topics will include an analysis of short and long-term decision making for a school district's general fund, federal funds, capital funds and school lunch fund. Students will analyze the revenue and appropriations accounts of each of these funds and explore alternative strategies for proper decision making. The use

of a computer model to develop a long range fiscal plan for a school district will also be utilized.

EDL 606. Supervis & Operation Support Personnel (3).

This course provides the students with an conceptual and practical understanding of the school business administrator's role in supervision and evaluating support personnel- director of facilities, director of transportation, school lunch manager, and the director of technology- in a public school in New York State. Strategies for planning, supervising and evaluating the programs and the support staff along with the analysis of labor policies, staffing arrangements and financial planning as they relate to district goals and policies will be explored.

EDL 607. Schl Finance & Decision Mak for Dist Bus (3).

This course will focus on developing an in-depth understanding of school business functions. The development of skills and competencies in the areas of property taxes, financial reporting, budgeting, internal controls, staffing, state aid, purchasing and insurance will be explored in detail by students performing practical applications in each of these areas. This course will serve as the bridge to the student's internship program in a public school district.

EDL 610 (EDG 610). Issues in Curriculum and Instruction (3).

Teaching critical thinking and structured reasoning will be the foundation of this course. Futurists' models of classes and schools will be discussed and analyzed. A study of teaching models, strategies and assessment procedures used in instruction will be identified and demonstrated in the light of supporting research. Community resources will be identified and their programs discussed in reference to the needs of students and school districts. The role of the teacher as counselor with students and their families will be stressed with a special emphasis on counseling with diverse students. This course is cross-listed with EDG 610.

EDL 620. Superintendency & District Level Leader (3).

This course provides an in-depth study of the role and responsibilities of the school superintendent. Students examine leadership attributes that are unique to the superintendency, including the skills needed to prosper in the position, and critical issues facing superintendents and school boards. Particular attention will be given to the superintendent's relationship with the board of education and the community, and district leadership for equity and excellence in an era of reform.

EDL 637 (EDG 637). Special Edu Adminis & the Law (3).

The course will provide a framework for you to build an understanding of and an approach to the laws that affect and assure free and appropriate education of children and adolescents requiring special or related educational services. The goal of this information will be to

provide a foundation and strategies for effectively meeting the needs of the classified special education students and those receiving services through Section 504.

EDL 640 (EDG 640). Critical Issues in Educ and Leadership (3).

Identification and analysis of current issues in education will be the focus of this course. A study of the reform movements of the 80's and the responses to these reforms by the education community throughout the country and in particular at the New York State level. Selected issues will be discussed and debated in depth: inequality in access to services; the charter schools; authentic assessment; inclusion; financing education; school choice; diversity, etc. Model schools/ programs for the 21st century will be researched, discussed and presented to the class.

EDL 656. Title I School-Wide Plan (3).

This course will provide a framework for construction and implementation of a Title I Comprehensive School-Wide Plan. Students will become familiar with the ten required components of the plan, which are: 1. Comprehensive Needs Assessment 2. School-Wide Reform Strategies 3. Instruction by Highly Qualified Teachers (HQT) 4. Ongoing, High Quality Professional Development 5. Strategies to Attract Highly Qualified Teachers (HQT) to High Needs Schools 6. Strategies to Increase Parental Involvement 7. Transition Plans to Assist Pre-Kindergarten Children From Early Childhood to Elementary Programs 8. Measures to Include Teachers in Decisions Regarding the use of Academic Assessments 9. Activities to Ensure Students Who Experience Difficulty Attaining Proficiency Receive Effective, Timely Additional Assistance 10. Coordination and Integration of State, Federal, and Local Services and Programs The major activity of the course will be studying data that will assist in the assembling of a School-Wide Plan. Students, in teams, will submit a full plan at the conclusion of the course. Students will receive a fictional school with data in which to base their plans.

EDL 665 (EDG 665). Legal Issues for School Professionals (3).

This course examines federal and state laws affecting the rights, privileges and duties of administrators, teachers, pupils and citizens. Attention is given to structural organization of government, public and private education, finance, collective bargaining and other pertinent factors.

EDL 667 (EDG 667). Grantwriting- Teachers & Administrators (3).

The primary focus of this course is on locating funding for educational research and projects and develop effective grant proposals. Participants will explore the connections between research methods and grant writing, including clear definition of problems and objectives, review of existing literature and appropriate design and techniques for inquiry and assessment. Other topics include writing styles for particular audiences, where to seek funding for educational projects and research, how to review and critique manuscripts and grant proposals.

A completed grant proposal that is ready for submission to a funding agency is the culminating project.

EDL 790. Redesign Tch Prac & Assess Nys Core Curr (3).

Given that all New York State teachers of math, English, social studies, science and technology--as well as the leadership that will support them--must use their Core Curriculum to prepare students, a course is needed that immerses educators in the design (Anchor Standards) and specific criteria of the Common Core in order to adjust teaching practices. This course will be useful to both beginning and experienced practitioners. Prerequisites: None.

EDR 600. Literacy Learning & Composing Process (3).

This course is designed to provide educators with a thorough overview of literacy theories and practices as they relate to writing instruction and assessment. The role of literacy development as it relates to the multiple purposes for writing will be experienced first hand. Teachers will study the relationships between reading and writing as a tool for learning, reading as a model for writing, and assignment design. Furthermore, teachers will experience strategies to support all stages of the composing process, approaches to assessment, teaching grammar in the context of writing, publishing student work, and preparing students for high-stakes testing. *Field experiences required.

EDR 601. Diag, Remed & Collab for Literacy Learn (3).

This course begins with the study of theories regarding brain development and literacy learning. Based on this information teachers in teams and pairs will have opportunities to become familiar with a wide variety of literacy testing materials for all ages and stages of human literacy development. Critiques of these materials will be encouraged as they learn to interpret and evaluate. Additionally, they will practice administration of testing materials and attempt to match their interpretations and recommendations with materials and strategies for successful corrective, compensatory, and remedial instruction. Therefore, the goal is to acquire greater proficiencies in creating literacy environments and teaching all aspects of literacy acquisition, such as phonemic awareness, vocabulary skills, study and comprehension strategies, etc. (This course is a prerequisite for the supervised community literacy center internship and enrollment must occur during the semester prior to the supervised community literacy center practice.

EDR 602. Reading Specialist in the Real World (3).

This course is designed to begin the process of developing administrative and professional competencies of the literacy teacher. Teachers in this course will examine the roles of the reading specialist as school literacy leader, academic intervention specialist, resource teacher, curriculum developer, coach, supervisor, professional developer, and professional literacy advocate. Additionally, content area teachers will

learn literacy instructional strategies tailored for their content areas. Furthermore, teachers will learn to create literacy teams and develop literacy vision and mission statements for schools. They will be able to model literacy lessons and work in a collaborative manner with all educators in a school district. As team leader teachers in the inclusive setting, they will know how to diagnose and remediate in a congruent curriculum process. Finally, they will learn how to become change agents and advocates for literacy in the school, community, state, and nation. Field experience required.

EDR 603. Adv Grammar, Linguistics & Language Ac (3).

This course introduces the history of linguistics, the nature of discourse analysis, and social theories of mind and meaning. English language development, as well as study of traditional, structural, and transformational grammars, will be discussed in connection with modern English. Additionally, linguistic theory will be introduced with analytic techniques for the study of diverse languages and literacies in communities and schools. Furthermore, first language learning will be analyzed in terms of critical literacy theory. The importance of bilingualism will be emphasized with methods and procedures for teaching that promote first language maintenance while learning other languages. Finally, the course will study specific examples and current debates across the world about education and education reform, the nature of language and communication, and the socio-cultural diversity in schools and the society. Field experience required.

EDR 609. Cultural Respons Literacy Meth & Assess (3).

This course examines the adaptation and implementation of specific culturally responsive literacy strategies for English language learners. These strategies will be applied to mathematics, science, social studies, language arts, and other appropriate content areas. The methods of teaching to the standards for English language arts that emerge during studies will be analyzed in terms of meeting individual student's needs. Specific assessments, such as, authentic and standardized tests and testing procedures will be examined with study of scoring interpretations. Teachers will also learn how to make connections between interpretation of data and instructional materials and methods. Furthermore, electronic texts and computer programs will be critically viewed, focusing upon their uses for linguistically and culturally diverse students as well as students with special language and learning disabilities. Field experience required.

EDR 620. Community Funds of Knowledge & Ac Achiev (3).

This course examines the homes and communities of non-mainstream students as rich in social and intellectual resources. The focus will be on making use of these resources as a foundation for learning in elementary and secondary schools. Teachers will be immersed in historically accumulated and culturally developed bodies of knowledge and skills of non-mainstream students. Teachers will be encouraged to visit community agencies, participate in community action projects and

cross-cultural interactions, and collect parent stories to better understand their students home environments. Field experience required.

EDR 621. Sociopolitical Issues & High Needs Schl (3).

Given the harsh realities confronting the economically impoverished in this nation, schools are often the only places where children can be guaranteed physical comforts and safety under adult supervision. Therefore, educators are obliged to understand the needs of the economically poor, so that they will be capable of developing critically literate citizens. In this course, teachers will become acquainted with the research on school change and the institutional structures that prevent equitable distribution of finances and resources. Additionally, they will study the ways they can become change agents through study of the political, social, and economical frameworks of our society.

EDR 671. Educ Tech Methods for Eng Lang Learners (3).

This course is designed to help elementary and secondary teachers implement methods of English Language Development through assistive technologies. Teachers of English language learners and students with special needs in literacy learning will benefit from this course. Teachers will learn to apply assistive technologies so that students will develop their reading, writing, listening and speaking English for social and academic achievement in the content areas. Finally, they will have opportunities to play technology games as well as critically evaluate media literacy.

EDR 672. Foundations of New Literacies & Technol (3).

The purpose of this course is to create awareness of new literacies and technologies through critical pedagogies that enhance classroom practices. Critical Literacy Theory serves as the foundation for this course. "Texts" employed by today's students, such as Internet sites, computer technology, television shows, newspapers, magazines, commercials, music, film (and more) will be surveyed in an effort to develop new ways to critically analyze and explore meanings and messages. This course will support literacy teaching and learning by promoting critical comprehension development at all ages and stages. Field experience required.

EDR 685. Supv Intern Comm Literacy B-12 (3).

This supervised experience in an urban community literacy learning center will provide opportunities for future TESOL, literacy teachers, and urban studies teachers to work together, in similar and different capacities. The center embraces an interagency model approach a model that utilizes multiple voices for problem posing and problem solving. Literacy interns will be involved in corrective, remedial, and compensatory literacy and mathematics instruction with students in small groups, and individualized settings. Literacy interns will practice diagnosis and interpretation in testing situations with preschool to adult learners and make written recommendations for the use of materials and instruction at the Community Literacy Learning Center, at home, and

at school. Interns for the TESOL degree will be involved in assessing and tutoring children and young adults and will work as team members with literacy and urban studies interns. Urban studies interns will be advisors, tutors, and observers, asking questions and sharing with TESOL and literacy interns. Urban studies, literacy and TESOL interns will practice the sensitive communication needed to be responsive to economic, cultural, linguistic, and ethnic difference. They will share information with family members and attempt to blur the boundaries between home, school, and the community literacy center. During this internship, the director of the community literacy center will model, guide, and demonstrate collaborative consultation practices for sharing information with family school and community teams.



Nursing - Undergraduate

Professor(s) of Practice: Kara Keyes

Professor Emeritus: Susan B. Bastable

Associate Professor(s): Barbara M. Carranti

Assistant Professor(s): Virginia Cronin

Adjunct(s): Martha Alberti, Helen C. Clancy, Kristin A. Evans, Kattiria “Kathy” Gonzalez, Brooke A. Levandowski, Maria A. MacPherson, Eleanor Price McLees, Gina M. Myers, Scott Peterson, Rhonda L. Reader, Megan Wolfe

Clinical Coordinator: Kattiria “Kathy” Gonzalez

As the fastest growing field in health care, nursing offers exciting, rewarding, and challenging career options. The bachelor's of science degree program of study in nursing is state approved and nationally accredited by the Commission on Collegiate Nursing Education (CCNE) and prepares nurses to function as generalists in practice when assuming the many excellent and ever-expanding employment opportunities available nationwide.

Academic Criteria for Undergraduate Nursing Students

1. A grade of C or better must be earned in each nursing course and in courses supporting the nursing major (MTH 110 or MTH 111, BSC 345 and BSC 435) to progress in the undergraduate program of study. Withdrawal from a course for academic reasons will count as having taken the course and being unsuccessful in it. Only two courses can be repeated and a course can be repeated only once.
2. Nursing courses from previous college course work with a grade of C and taken within 10 years prior to the date of matriculation will be considered for transfer credit to meet upper-division BS degree program requirements with the approval of equivalency by the course instructor. Courses taken more than 10 years prior to matriculation may be considered for transfer credit only with approval by the course instructor and department chair if justification of equivalency can be documented, such as the student has significant practice experience relevant to the major content of the course(s).
3. Successful completion of the service learning hours and clinical hour requirements must be achieved to successfully pass courses with service learning and clinical components.
4. A student not yet licensed as an R.N. but eligible for NYS registered nurse licensure may be conditionally accepted into the B.S. degree program, pending successful completion of the State Board exam (NCLEX) no later than the end of the first semester of matriculation. If the student is not successful at passing the licensing exam by that time, s/he must take a leave of absence from the program until R.N. licensure is granted. Students seeking endorsement for NY State licensure must have proof in

- hand before the beginning of the second semester of study. All students must maintain an unencumbered license while enrolled.
5. Undergraduate students who do not possess RN licensure prior to enrollment in clinical courses (NSG 410: Management and Leadership and NSG 440: Community Health Nursing) must communicate their intention to the professor before the first day of class as to when they plan to take the NCLEX-RN. It is possible for a student without an RN license to participate in an observational clinical experience in NSG 410 prior to licensure as long as they are eligible for the NCLEX-RN. Students may not enroll in NSG 440 until they produce a valid RN license.
6. A DDPN student who is unsuccessful in one or more courses at St. Joseph's College of Nursing must meet with their Le Moyne adviser to revise their plan of study, which will likely result in extending their academic program of study beyond the original anticipated date of graduation.
7. Every student, prior to registering for clinical courses, must be in compliance with the current health requirements of Le Moyne College and of each institution and agency in which they practice for the purpose of fulfilling the clinical component of their course work. Health requirements are subject to change. Students will be blocked from course registration until proof of health clearance has been provided.
8. Every student is expected to display professional behavior in the classroom, laboratory, clinical, and service learning setting according to the nursing standards and ethical codes of conduct of the American Nurses Association (see Behavioral Probation policy below).
9. Each student must be able to meet the basic technical standards of performance necessary for the practice of nursing (provided at the time of application and published below and in the Department of Nursing's *Student Handbook*) for admission and progression in the program of study.
10. A part-time student in the upper-division B.S. degree program is expected to complete the program of study within six years of matriculation.

Behavioral Probation

The hallmarks of a nursing professional are to exhibit at all times the behaviors that represent the practice standards and norms of ethical conduct expected of undergraduate nursing students. A violation of these expected behaviors may result in a decision by the Chair of Nursing and the Dean of Graduate and Professional Studies, in conjunction with the Academic Standards Committee (ASC) of the Department of Nursing, to place a student on behavioral probation for a minimum of at least one semester. Procedures may be found in the Department of Nursing *Student Handbook*.

In conjunction with the American Nurses Association's Code of Ethics for Nurses with Interpretative Statements (2001), examples of professional behaviors include, but are not limited to, demonstrating the following:

- caring, sensitivity, compassion, tact, integrity, and tolerance towards others

- written, verbal, and nonverbal communication that conveys respect for clients, self, peers, and faculty
- responsibility and accountability for all actions, including timeliness to classroom, laboratory, and clinical experiences as well as prompt reporting to meetings with administrators, faculty, advisors, and preceptors
- appropriate use of technology to maintain client privacy and confidentiality of medical information and to avoid disruptions in learning environments (class, lab, and clinical) as well as in meetings with students, faculty, staff, and colleagues, and to project a professional image on social media venues
- appearance and conduct that conveys professional demeanor and adheres to institutional policies and procedures
- remaining free of chemical dependency or substance abuse in classroom, laboratory, and clinical settings

Technical Standards for B.S. Degree in Nursing

The Nursing department's curriculum is designed to provide the general education necessary for the practice of nursing at the baccalaureate level of preparation. Students build on the fundamental principles of nursing, acquire skills of critical judgment based on education and experience, and develop an ability to use principles and skills wisely in decision making and problem solving pertaining to the delivery of high quality nursing services. Students in the program of nursing are expected to fulfill the following technical standards:

- Acquire information from demonstrations and experiences in the basic and applied sciences, including but not limited to information conveyed through lecture, group seminar, small group activities and physical demonstrations.
- Acquire information from written documents and computer-information systems (including literature searches and data retrieval), and identify information presented in images from paper, videos, transparencies and slides.
- Use and interpret information from diagnostic maneuvers (e.g. sphygmomanometer, otoscope, ophthalmoscope, etc.), and other diagnostic representations of physiological phenomena during the course of conducting a comprehensive physical assessment of a client.
- Accurately elicit information, including a medical history and other information, required to adequately and effectively assess and evaluate a client's condition.
- Synthesize information to develop a plan of care.
- Problem solve and think critically to judge which theory and/or strategy of assessment and intervention is most appropriate.
- Use intellectual ability, exercise proper judgment, and timely and accurately complete responsibilities attendant to the delivery of care to clients.
- Maintain effective, mature, and sensitive relationships with clients, students, faculty, staff and other professionals under all circumstances.
- Perform specific procedures and interventions (e.g. basic life support techniques) sufficient to provide safe and effective nursing care according to prescribed therapeutic regimens.
- Communicate effectively and efficiently with faculty, patients,

families and all members of the health care team about a patient's condition as called for under the circumstances.

- Practice in a safe manner and respond appropriately to emergencies and urgencies.
- Possess emotional stability to function effectively under stress and adapt to changing environments inherent in the clinical practice of nursing.
- Practice universal precautions against contamination and cross contamination with infectious pathogens (e.g. wearing personal protective equipment, working with sharp objects and hazardous chemicals, treating clients with infectious diseases).
- Demonstrate manual dexterity and motor skills in performing nursing procedures such as giving a bed bath, making an occupied or unoccupied bed, and positioning and transferring clients safely.
- Upon admission, a candidate who discloses a disability and requests accommodation will be asked to provide documentation of his or her disability for the purpose of determining appropriate accommodations, including modification to the program.

The College will provide reasonable accommodations, but is not required to make modifications that would substantially alter the nature or requirements of the program or provide auxiliary aids that present an undue burden to the College. To matriculate or continue in the curriculum, the candidate must be able to perform all the essential functions outlined in these technical standards either with or without accommodation.

RN-BS Program

This state approved and professionally CCNE accredited 64-credit upper-division bachelor's degree nursing education program is open to registered nurses interested in pursuing a higher level of education for professional nursing practice. Graduates of associate degree or diploma programs in nursing are eligible upon admission to transfer in a maximum of 60 credits of lower division prerequisite course work as a foundation for earning a B.S. degree in nursing on a full-time or part-time basis. The pre-admission requirements have been determined to allow prospective R.N. students a seamless transition to the upper-division program.

The centerpiece of this curriculum, which includes a combination of primarily theoretical courses as well as selected clinical hours, is designed for the education and development of the professional nurse. Simultaneously, this curriculum consists of a comprehensive set of core liberal arts and science courses in religion, philosophy, history, and English, which are required of all students regardless of major and serve as the underpinnings for the education of the whole person. This unique program of study in nursing is truly a "thinking" curriculum that affords students the necessary perspectives and skills to form their beliefs, value systems, and commitments to positions of leadership and service in their personal and professional lives.

Students seeking admission to the nursing major may enter in either the fall or spring semester. The curriculum is designed to be completed

in two years by a full-time student or within three to four years by a part-time student. To facilitate completion of the curriculum in a timely fashion, many core courses are offered both semesters, with most of them also available in J-mester, May-mester and summer sessions. Both nursing and core courses are provided in three-hour blocks of time in a flexible scheduling mode of day and evening classes to accommodate the needs of the adult learner. Some courses are offered in a hybrid, on-line or condensed format.

Students will be admitted to junior and senior years of this program as transfer students for the bachelor's degree. Students accepted to this program must meet the Le Moyne College standards for transfer admission.

Admission Criteria for RN-BS students

See admission process and requirements for part-time and full-time transfer students under Enrollment Information, General Information in this catalog.

BS Program Objectives

After completion of the nursing course of study in the Jesuit tradition, which calls for the development and fostering of internalized Judaic-Christian values, beliefs, and commitment, the graduate's personal and professional growth and development will be enhanced. It is an expectation that upon successful completion of the baccalaureate degree in nursing at Le Moyne College, the graduate will:

1. practice in the multidimensional role of a generalist in the provision of health care to individuals, families, groups, communities and populations.
2. synthesize knowledge from the liberal arts and sciences and nursing for application to professional nursing practice.
3. communicate effectively with clients, colleagues (intraprofessional), and other health professionals (interprofessional) through proficient use of listening, verbal, non-verbal, and written skills as well as through demonstrating literacy and the use of patient care technology for information management.
4. integrate principles of altruism, ethical decision-making, cultural diversity, and caring in the delivery of health services to clients.
5. critically evaluate research-based findings as evidence to change practice.
6. apply critical thinking skills when assessing, designing, managing, implementing and evaluating outcomes of nursing interventions.
7. demonstrate evidence of professional development and growth by engaging in activities to promote the advancement of the profession.
8. apply principles of teaching and learning in health promotion and protection, risk reduction, disease management and rehabilitation activities for the improvement of health outcomes.
9. incorporate principles of leadership to effectively and efficiently use resources and interpret policies and regulations for enhancing the practice environment and improving quality and safety in practice.

These above objectives apply to students prepared in both the RN-BS and DDPN programs.

Expectations of Program and Undergraduates

Core Competencies provide the foundation upon which the bachelor's curriculum is built. They are consistent with and integral to the mission of Le Moyne College in preparing nurses for leadership and service in a diverse society. These core competencies, which are fundamental to the practice of professional nursing, are reflected throughout all of the course work and include professional role development, caring, critical thinking, communication, assessment, and leadership. The following table provides the definitions of these core competencies and illustrates how they are operationalized in the nursing program outcomes.

Core Competencies Inherent in RN-BS Program Outcomes

Definition of Core Competencies	BS Program Outcomes
Critical Thinking: is an intellectual process of decision making that involves using data from multiple sources to question assumptions, reason inductively and deductively, problem solve intuitively and creatively, analyze, synthesize, and apply evidence from research, and evaluate outcomes when dealing with complex and dynamic situations.	BS graduates integrate information from nursing and the liberal arts and sciences to make decisions in the delivery of quality and safe care.
Communication: is a complex process of sharing information, ideas, and perceptions through the use of listening, verbal and non-verbal interactions, written skills, and literacy in multi-media technology to convey intended messages in a manner that is logical, clear, accurate, therapeutic, and relevant to individuals, families, groups, communities and populations.	BS graduates incorporate principles of effective communication using a variety of techniques to interact with and convey information to clients, peers (intraprofessional), other health care providers (interprofessional), and communities of interest to improve health outcomes.
Assessment: is a multidimensional process to gather information about physical, psychosocial, cognitive, spiritual, and environmental needs of individuals, families, communities and populations for the purpose of diagnosing, planning, implementing, and evaluating client care outcomes based on the findings.	BS graduates apply assessment skills to determine the health status and needs of the client for the prevention of disease, promotion of wellness, reduction of risk, and maintenance of optimal well-being

Caring: is an expression of respect for the dignity, well-being (physical, psychological and spiritual) and self-worth of others, honoring the client's ethical right to self-determination, confidentiality, and truth telling, and to safety and fairness in treatment regardless of race, creed, ethnicity, sexual orientation, socioeconomic status or cultural differences.	BS graduates integrate principles of caring in the delivery of health services to clients.
Professional Role Development: is an integrative process whereby the individual assumes characteristics, values, and behaviors associated with a commitment to professional nursing practice which includes assessing, designing, managing, coordinating, and evaluating initiatives using the best available evidence to promote quality and safety in care.	BS graduates demonstrate competencies associated with professional nursing practice in the multidimensional role as generalist.
Leadership: is the ability to gather and synthesize information from multiple sources regarding health policy, regulations, systems functioning, and organizational needs to make appropriate, creative, and innovative decisions in achieving quality and safety in the delivery of patient-centered care and in supporting a positive environment conducive for practice.	BS graduates incorporate information management, use of evidence, application of technology, and recognition of policy, finance, and regulatory requirements based on theoretical and conceptual frameworks.

Nursing Major

Students admitted to this program must meet the Le Moyne College standards for transfer admission. There is no time limit for transfer of courses to meet prerequisites for admission. The following are 60 credits of prerequisites for students with associate degrees and diplomas in nursing:

Pre-requisites	Hours
Biology (microbiology 3-4 credits; anatomy and physiology 6-8 credits)	9
Nursing	30
Math (college algebra or higher)	0-3
Electives in liberal arts and sciences	6-9
English (three credits must be in composition)	6
Social Sciences (three credits must be in psychology)	6

Typical Program for Nursing Major

First Semester	Hours	Second Semester	Hours
Junior Year			
NSG 315*	3	NSG 350	3
NSG 330	3	NSG 420	3
BSC 345+	3	MTH 110**	3
ENG 210	3	HST 111	3

HST 110	3	PHL 210	3
PHL 110	3		
Senior Year			
NSG 410***	3	BSC 435+	3
Selected Elective	3	NSG 440***	4
REL 100-400	3	NSG 461	3
PHL 301-303	3	THE 100-400	3
ENG 310	3	COR 400-level	3

* Includes lab.

** MTH 110 Introduction to Statistics (three credits) may be taken as a substitute for MTH 111. MTH 110/MTH 111 is a major support course for the BS degree and a minimum grade of C must be earned

*** Includes clinical hours.

+ BSC 345 and BSC 435 are major support courses for the BS degree and a minimum grade of C must be earned.

Dual Degree Partnership in Nursing (DDPN)

The DDPN represents a unique articulation agreement between Le Moyne College and St. Joseph's College of Nursing at St. Joseph's Hospital Health Center. This 1+2+1 DDPN requires two years of full-time study at Le Moyne College (years one and four) and two years of full-time study at St. Joseph's College of Nursing (years two and three) to satisfy both the associate degree and bachelor degree requirements (see the following DDPN curriculum plan).

In addition to the B.S. program objectives, the purposes of this articulation model are to:

- Provide an innovative approach that contributes to the recruitment and retention of applicants pursuing nursing education.
- Promote the smooth transition of qualified applicants intending to complete the DDPN at Le Moyne College and St. Joseph's College of Nursing.
- Provide students with a dynamic four-year living and learning campus environment at Le Moyne that enhances their personal and educational development.

Admission Criteria for DDPN Students

See admission process and requirements for full-time freshmen under Enrollment Information, General Information in this catalog.

High school seniors are required to apply simultaneously to both Le Moyne College and St. Joseph's College of Nursing by completing a Le Moyne College application, which serves as a joint application to both institutions. The decision to admit students considered qualified for the DDPN will be at the sole discretion of the appropriate admissions committee of each college. Progression of students to the second year of the DDPN at St. Joseph's College of Nursing will be decided prior to the fall semester of enrollment. Agreement on the number of students accepted each year into the DDPN will be at the discretion of the two institutions.

Admission into the DDPN does not guarantee admission or transfer into any other program option at either institution.

High school seniors who are accepted to the DDPN must meet all of the conditions of their acceptance as required by each individual college. Students already enrolled in their first year of study at Le Moyne College who have not previously applied for and/or been accepted to the DDPN may be considered for acceptance as a change of major internal transfer on an individual basis. Because of limited space, this is a very competitive process based on the pool of applicants. In addition, a very limited number of students who have completed college credits at another institution can be considered on an individual basis for acceptance to the DDPN as an external transfer.

Students admitted to the Dual Degree Partnership in Nursing (DDPN) apply for full-time financial aid from Le Moyne College in years one and four and full-time financial aid from St. Joseph's College of Nursing in years two and three of the program of study. It is important to note the following information in pursuing this curriculum plan:

1. If students are involved in a National Collegiate Athletic Association (NCAA) sport, scholarships can only apply during years one and four of the program. Given the rigor of the curriculum, students who choose to become involved in athletics are encouraged to join a club sports team.
2. If students are awarded a Le Moyne Scholarship, it will only apply for years one and four while they are full-time at Le Moyne.

Students will be admitted to Le Moyne College as undeclared majors and will declare their major as Nursing at the completion of the third year of study at St. Joseph's College of Nursing and prior to beginning their fourth year of study at Le Moyne College.

- Students must meet the academic, health, technical standards and financial requirements of both institutions.
- Students must maintain full-time status while enrolled in the first and fourth years at Le Moyne College and the second and third years at St. Joseph's College of Nursing
- Students must live on the Le Moyne campus or be a commuter student during all four years of study.
- Students must successfully complete all first-year courses at Le Moyne College prior to beginning the second year of study at St. Joseph's College of Nursing.
- It is expected that once a student is accepted into the DDPN, all lower division liberal arts and science courses in the curriculum will be taken and successfully completed through Le Moyne College as per the DDPN program of study plan. If a course needs to be repeated or if an exceptional circumstance exists, a waiver of this policy will be considered on an individual basis. However, please be aware that this waiver, if granted, may have potential financial or other implications.

Verification of eligibility for progression to St. Joseph's College of Nursing following the first year at Le Moyne College must be submitted in writing by the Chair of the Department of Nursing to

the Dean of the St. Joseph's College of Nursing no later than March 30th prior to the fall semester of the second year of study. Evidence for progression requires:

- A written report from the Chair of nursing at Le Moyne College of the student's academic status related to achievement of course work in year one.
- An official transcript from Le Moyne College to be sent to the dean at St. Joseph's after the student's completion of the spring semester of year one. To progress to year two, the student must be in good standing with a minimum cumulative G.P.A. of 2.75 by the end of the spring semester prior to progressing to the fall semester at St. Joseph's College of Nursing and also minimum grade of "C" or above must be earned in the five required liberal arts and sciences courses completed during year one as indicated in the program of study.
- If a student is dismissed from either the associate's degree or bachelor's degree portion of the DDPN for academic or integrity issues, the student is automatically withdrawn from the DDPN.

To meet the graduation requirements for the Associate Degree in Applied Science (A.A.S.) from St. Joseph's College of Nursing, students must satisfy the required course work as designed in the DDPN curriculum plan.

Upon successful completion of the St. Joseph's Associate Degree nursing program, students will have earned an A.A.S. degree with a major in nursing and are expected to successfully challenge the National Council Licensing Examination (NCLEX) for licensure as a Registered Professional Nurse in the summer between the third and fourth years of study.

Progression into the fourth year of full-time study at Le Moyne College for completion of the Bachelor of Science degree with a major in nursing requires the student to have a minimum G.P.A. of 2.0 and evidence of R.N. licensure.

Typical Program for Dual Degree Partnership in Nursing (1+2+1 Plan)

<i>First Semester</i>	<i>Hours</i>	<i>Second Semester</i>	<i>Hours</i>
<i>Freshman Year</i>			
BSC 201 (1)	4	BSC 202 (1)	4
PSY 101 (1)	3	ENG 210 (3)	3
WRT 101 (1)(2)	3	SOC 101 (1)	3
HST 110	3	NSG 330	3
COR 100	3	HST 111	3
<i>Sophomore Year</i>			
PSY 220 (4)	3	BSC 205 (4)	4
PHL 110	3	NSG 120 (4)	4
NSG 110 (4)	7	NSG 121 (4)	2
NSG 111 (4)	2	NSG 122 (4)	4
		PHL 210	3

Junior Year

ENG 310	3	PHL 346 (4)	3
NSG 210 (4)	5	REL 100-400	3
NSG 211 (4)	2	NSG 213 (4)	9
NSG 212 (4)	5	NSG 214 (4)	1

Senior Year

NSG 315	3	NSG 350	3
BSC 345 (5)	3	NSG 420	3
NSG 410 (6)	3	NSG 440 (6)	4
THE 100-400	3	NSG 461	3
MTH 110 (7)	3	BSC 435 (5)	3
Selected Elective	3	COR 400-level	3

(1) required for progression to the nursing program at St. Joseph's and a minimum grade of C must be earned.

(2) WRT 100: Introduction to Critical Writing may need to be taken before enrolling in WRT 101 depending on outcome of entry English placement exam.

(3) If WRT 100 is taken in the first semester and successfully completed, then WRT 101 must be taken in the second semester and ENG 210 in the summer session.

(4) These courses are part of St. Joseph's program of study and are taken at St. Joseph's College:

NSG 110 Foundations of Nursing and Health

NSG 111 Nursing Assessment and Skills I

PSY 220 Human Development

NSG 120 Health and Illness Across the Lifespan

NSG 121 Nursing Assessment and Skills II

NSG 122 Family Health

BSC 205 Microbiology

NSG 210 Holistic Health Care

NSG 211 Nursing Assessment and Skills III

NSG 212 Health Care Systems

NSG 213 Transition into Professional Practice

NDG 214 Nursing Assessment and Skills IV

PHL 346 Ethics

(5) BSC 345 and BSC 435 are major support courses for the B.S. degree and a minimum grade of C must be earned.

(6) includes clinical hours

(7) may take MTH 111 (4 credits) as substitute for MTH 110. MTH 110/MTH 111 is a major support course for the B.S. degree and a minimum grade of C must be earned.

licensure. The Bachelor of Science degree in nursing is awarded from Le Moyne College.**

* The NCLEX-RN® first time pass rate at SJCON is consistently higher than the state and national averages.

** All 28 credits of BS-level nursing courses must be earned at Le Moyne for a student to be granted the BS degree in nursing.

Admission Criteria

- Bachelor's degree (BA or BS) in another discipline from an accredited school.
- Cumulative GPA of 3.0 from the non-nursing bachelor's degree preferred (consideration may be given to applicants with a cumulative GPA of 2.8 to 2.99).
- Cumulative GPA of 3.0 in pre-requisite courses.
- Favorable letter of recommendation that addresses academic ability and nursing potential.
- Typewritten personal statement.
- Personal interview with faculty member/administrative staff from either the Department of Nursing at Le Moyne College or St. Joseph's College of Nursing.

Admission into the A-DDPN does not guarantee admission or transfer into any other program option at either institution.

Prerequisite courses with a minimum grade of "C":

- Human Anatomy and Physiology I and II (4 credits each, including labs)
- Microbiology (4 credits, including lab)
- Introduction to Psychology (3 credits)
- Introduction to Sociology (3 credits)
- Human Growth and Development (also known as Developmental Psychology)
- Statistics (3 credits)
- Chemistry (3 credits) or Regents Chemistry in High School
- Critical Writing (3 credits)
- Selected Elective 300-400 Level (3 credits)

Application Deadline

For a July start date, the application deadline is September 1.

Accelerated Dual Degree Partnership in Nursing (A-DDPN)

This 18-month option is specifically designed for candidates with a bachelor's (BA or BS) degree in another field who are interested in pursuing nursing education for a career as a registered nurse.

The A-DDPN program of study awards both the associate's degree and bachelor's degree in nursing. The Associate of Applied Science (AAS) degree from St. Joseph's College of Nursing (SJCON) allows students to qualify for NCLEX-RN® examination (National Council Licensure Examination)* and professional Registered Nursing (RN)

Typical Program for **Accelerated Dual Degree Program**

Term	Hours
Summer I	
NSG 461 Principles of Teaching and Learning	3
Term I	
NSG 110 Foundations of Nursing and Health*	7
NSG 111 Nursing Assessment and Skills I*	2
NSG 120 Health and Illness Across the Lifespan*	4

NSG 121 Nursing Assessment and Skills II*	2
NSG 350 Research in Nursing	3
NSG 330 Professional Issues and Trends	3

J-Mester or May-mester

NSG 420 Family Health	3
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Summer

BSC 435 Epidemiology	3
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Term II

NSG 122 Family Health*	4
NSG 210 Holistic Health Care*	5
NSG 211 Nursing Assessment and Skills III*	2
NSG 212 Health Care Systems*	2
NSG 315 Health Assessment	3
NSG 410 Management and Leadership in Nursing	3

Term III

NSG 213 Transition into Professional Practice*	9
NSG 214 Nursing Assessment and Skills IV*	1
PHL 346 Ethics and the Nurse*	3
NSG 440 Community Health	4
BSC 345 Pathophysiology	3

* Evening/weekend courses taken at St. Joseph's College of Nursing. Term I runs July - December, Term II runs January - June, and Term III runs July - December.

If a student is dismissed from either the associate's degree or bachelor's degree portion of the A-DDPN for academic or integrity issues, the student is automatically withdrawn from the A-DDPN.

BS-MS Bridge Program

In recent years, an increasing number of students who complete the RN-BS degree program requirements at Le Moyne are choosing to continue their education by pursuing the MS degree program in nursing at our institution. A BS-MS Bridge Program provides these students with incentives (both in reduced time and tuition costs) to pursue graduate-level education and allows them a smooth transition from undergraduate to graduate study. Three courses already exist in the upper-division bachelor's degree nursing program, NSG 461 (Principles of Teaching and Learning), BSC 435 (Epidemiology), and a 300/400-level selected elective. If these three courses (nine credits) are taken at a 500-level, they serve to satisfy degree requirements in both the undergraduate and graduate programs, thereby reducing the current 39-credit MS degree to a total of 30 credits.

Students interested in being considered for this BS-MS Bridge Program must apply for matriculation. For acceptance to the BS-MS Bridge Program, prospective RN-BS students are required to have a minimum G.P.A. of 3.0. Students completing Year III of the DDPN who are ready to enter the RN-BS program but instead are seeking acceptance to the BS-MS Bridge Program must have a cumulative G.P.A. of 3.0 or higher from the first three years of DDPN study. Students already enrolled in the RN-BS Program also must have a cumulative G.P.A. of 3.0 or higher in their current studies and must have earned a grade of B or better in two upper-division courses in the nursing major (one of

which must have a NSG prefix). Thus, the student who is planning to transition to the MS degree in nursing at Le Moyne has demonstrated the ability to master course work at a level of academic achievement predictive of potential success in graduate school.

In this BS-MS Bridge Program, a 500-level CCM (Consortium for Culture and Medicine) course or an approved 500-600 level Le Moyne course replaces the 300/400-level selected elective, NSG 535 (Epidemiology) replaces BSC 435, and NSG 561 (Principles of Teaching and Learning) replaces NSG 461.

In terms of progression criteria for undergraduates who are accepted into this transition program, they must complete these three 500-level bridge courses with a minimum grade of B to count towards the MS degree requirements. They also must have maintained a minimum cumulative G.P.A. of 3.0 while enrolled in B.S.-level course work to be eligible to move on to the MS level. If they do not meet both of these requirements, they will only be eligible to graduate with the B.S. degree (assuming they successfully meet the undergraduate program requirements according to established policies).

If a student is in academic jeopardy in a 500-level nursing course (NSG 561, NSG 535 or selected elective), then the student must request to be lowered to a 400-level no later than mid-terms of the semester enrolled.

Post-Baccalaureate RN to MS Certificate

For RNs with a BA or BS degree in a field other than nursing, please see description in the Graduate Program in Nursing.

Courses**NSG 315. Health Assessment (3).**

This course uses a systems perspective to broaden the student's knowledge of physical, cultural, sociological, and nutritional aspects of health assessment of individuals across the life span. A laboratory setting is used to acquire and refine the techniques of physical assessment and critical thinking skills are emphasized in the identification of risk factors and other variables affecting health patterns. A focus is placed on therapeutic communication skills for effective interviewing and history taking, which are essential in the collection of health assessment data. Students are expected to accurately perform a systematic, comprehensive health assessment and a critical analysis of assessment data. Registration open only to Nursing or with permission of the department Chair.

NSG 315L. Health Assessment Lab (0).

NSG 330. Professional Issues and Trends (3).

This course focuses on the role of the professional nurse from an evolutionary, present, and future perspective. Educational, organizational, philosophical, and practical trends are explored. Identification of the characteristics of a profession and the qualities of a professional nurse enhances the student's insight into the meaning of professionalism in practice. Selected concepts and issues related to practice standards and modalities, taking into account the diversity of the client populations served, are theoretically applied to the care of individuals, families, and groups in a variety of settings. The impact of interdisciplinary and multidisciplinary approaches on the socialization and re-socialization of the professional nurse in practice is emphasized. The development of a written philosophy of nursing is required, which provides each student with the opportunity for personal reflection on the profession and the role of the professional nurse within the dynamic system of health care delivery. Fulfills Core requirement(s): DIV.

NSG 350. Research in Nursing (3).

This course, which addresses the principles of scientific inquiry, introduces the student to the development of nursing as a science. An understanding of the major steps of the research process fosters the acquisition of analytical thinking, problem solving, and critical appraisal skills. Students are guided in the assessment and evaluation of both quantitative and qualitative research methodologies. The role of the professional nurse as data collector, designer, producer, replicator, and consumer of research is explored. The opportunity to critique selected research studies allows the students to apply knowledge of the research process and to understand how research findings provide the basis for evidenced-based practice. Prerequisite/corequisite: NSG 330. (Taking MTH 111 beforehand is recommended.) Fulfills core requirement: WID.

NSG 380-389. Special Topics in Nursing (3).

This series of courses provide the opportunity for the study of content specifically related to nursing and health care that is not included in regularly scheduled course offerings. Courses designated as such will explore professional topics and issues of particular interest to students and faculty. Prerequisites: junior or senior standing or permission of instructor.

NSG 387 (NSG 697/MIS 450/MIS 710). Health Information Systems (3).

This course provides students with the knowledge of the design, use, and evaluation issues of health informatics applications. The topics include: (1) health informatics as a discipline; (2) career options for health informatics; (3) major health applications and commercial vendors; (4) strategic information systems planning and project management; and (5) new opportunities and emerging trends. A semester-long group will provide students hands-on experience in planning healthcare information systems; associated ethical and legal concerns, software engineering and human-computer interaction issues, and user acceptance and outcomes evaluation methods will also be discussed.

NSG 390. Independent Study (1-6).

A student who wishes to pursue an independent study project for academic credit must submit, prior to registration, a proposed plan of study that includes the topic to be studied and the goal to be achieved, the methodology to be followed, schedule of supervision, end product, evaluation procedure and number of credits sought. The proposal must be approved by the supervising faculty member, the department chair and the dean of arts and sciences. It will be kept on file in the dean of arts and sciences' office. Pass/fail option.

NSG 401. Holistic Stress Management (3).

This course is designed to introduce undergraduate and graduate students to the field of holistic stress management. Stress will be understood from physiological, psychological, and spiritual dimensions. The impact and role of physical activity, nutrition, sleep, cognitive coping skills, and relaxation techniques will be examined from the perspective of how they support health and prevent and/or alleviate the physical symptoms of stress when caring for self, patients, families, or others. Students will learn comprehensive principles, theories, and skills needed to effectively manage personal stress, and to understand the psychosomatic (mind-body-spirit) relationship. The course will support students to employ a holistic approach to stress management in both their personal and professional lives.

NSG 410. Management and Leadership in Nursing (3).

This course addresses the professional role of the nurse as manager and leader within the health care environment. The multiple and complex factors involved in the management and leadership function of the professional nurse are examined, including employment practices, staffing, institutional development, budgetary and health care financing concerns, accountability, information management, consumer satisfaction, and employee and employer relations. Selected management and leadership models, concepts, and theories are explored as a basis for planning, organizing, directing, changing, and controlling dynamic human resources for the provision of quality nursing care in a variety of health care settings. Particular emphasis is placed on ethical decision making and on the development of communication and interaction skills essential to effectively working with groups and organizations. A clinical practicum experience provides the student with the opportunity to observe the role of the nurse as manager and leader and to apply the principles of management and leadership within a practice setting. Prerequisite/corequisite - NSG 330

NSG 420. Family Health (3).

The focus of this course is on the family as client. The framework for investigation is family systems theory combined with a developmental life-cycle approach. The growth of many types of family systems, such as traditional, single parent, and divorced families, as traced as they evolve overtime. Cultural, ethnic, racial, religious, and socio-economic variables that strongly influence family life are identified and analyzed. In addition, study is directed at special family problems, such as the impact of chronic illness, abuse, incest, and separation. Advanced communication skills are integrated throughout the course

as students have the opportunity to thoroughly assess their own nuclear and extend families, a process which is then applied to the holistic assessment of client families. Critical thinking is emphasized as students are challenged to critique current family theory and research for the planning of nursing interventions with client families. Prerequisite/corequisite - NSG 330 Fulfills Core requirement(s): DIV.

NSG 440. Community Health (4).

This capstone course focuses on the theory and practice of community health nursing using an open systems framework. It blends the components of public health science, which incorporates the principles of epidemiology, and the art and science of nursing. The emphasis is on the community as client for a population-focused practice of nursing. Students conduct assessments of individuals, families, and groups to identify health needs and commonly encountered health problems within the population. Research-based findings are critically examined and applied in the process of planning, implementing, and evaluating nursing interventions at the primary, secondary, and tertiary levels of prevention. Using the many community-based resources available for nursing practice, students are provided the opportunity for clinical experience in a wide variety of settings to advance their skills in delivery of care to populations and in communicating and collaborating with clients and health care team members for the overall improvement in the health of the community. Prerequisite: NSG 420 and NSG 330 Pre/co-requisite: BSC 435 Fulfills Core requirement(s): DIV.

NSG 461 (NSG 561). Principles of Teaching and Learning (3).

The focus of this course is on role development of the nurse as educator and is designed to provide students with the knowledge and skills necessary to educate various audiences in a variety of settings with efficiency and effectiveness. It is a comprehensive coverage, both in scope and depth, of the essential components of the education process and the principles of teaching and learning. Designed to increase students' proficiency in educating others, it takes into consideration the needs and characteristics of the learner as well as how to choose and use the most appropriate instructional techniques and strategies by which to optimize learning. Although the theories and concepts addressed in this course can be applied to any audience of learners, the focus is on patient education. An understanding of the basics of teaching and learning allows the educator to function as a "guide by the side" and as a "facilitator" of learning, rather than merely as a "giver of information". This approach enables clients to act as responsible partners in their own health care. Emphasis is placed on preparing students to assess, teach, and evaluate learners at all stages of development based on their learning needs, learning styles, and readiness to learn. Students conduct critical analysis of education materials, apply research findings to patient education, and consider the legal, ethical, economic, and political aspects of health care delivery on patient education. Prerequisite/corequisite - NSG 330

NSG 475. Transition to Advanced Nursing Practice (4).

This course is required of nurses who hold a BA or BS degree in a field other than nursing for progression to the MS in nursing program of study. It is designed to include undergraduate nursing content foundational to graduate level course work. The course includes theories, concepts, and principles related to professional issues and trends, health promotion and protection management and leadership, family health, and community health. Students are expected to gain knowledge, through course discussions, presentations, and other approaches, that is essential for success at an advanced level of educational preparation. Prerequisite: RNs with BA or BS degree in a non-nursing field.



Nursing - Graduate

Professor(s) of Practice: Kara Keyes

Professor Emeritus: Susan B. Bastable

Associate Professor(s): Barbara M. Carranti

Assistant Professor(s): Virginia Cronin

Adjunct(s): Martha Alberti, Helen C. Clancy, Kristin A. Evans, Kattiria "Kathy" Gonzalez, Brooke A. Levandowski, Maria A. MacPherson, Eleanor Price McLees, Gina M. Myers, Scott Peterson, Rhonda L. Reader, Megan Wolfe

The Department of Nursing offers a 39-credit Master of Science (M.S.) and three 12-credit post-master's certificates in the three specialty practice/functional role tracks: nurse educator, nurse administrator, and informatics. The programs are state approved and nationally accredited by the Commission of Collegiate Nursing Education (CCNE) and prepare graduates to function in professional leadership positions either as faculty in schools of nursing, as staff development or patient educators, or as managers in the challenging marketplace of health care. The post-master's certificates are available to nurses who already hold a master's degree in nursing or in a related field.

The M.S. program curriculum is designed as a two-year program of study for full-time students and a 3-4 year program of study for part-time students. Some courses are offered in a hybrid, on-line or condensed format.

Post-Baccalaureate RN to MS Certificate

The RN to MS Nursing Certificate option is designed for the registered nurse (RN) who has a bachelor's degree in a field other than nursing. The completion of this certificate program prepares the students for eligibility to continue their education in the Master of

Science Program in Nursing at Le Moyne College. The post-baccalaureate certificate does not constitute a BS degree in nursing.

The certificate program consists of five courses offered on a part-time basis in the afternoons and/or in the evenings. A maximum of two equivalent courses may be transferred in if a grade of C or better was earned. Upon completion of these courses the student is prepared to continue graduate study in one of five tracks – nursing education, nursing administration, gerontology, palliative care or informatics.

The following undergraduate courses are required for certificate completion (see undergraduate curriculum for course descriptions):

MTH 110 Introduction to Statistics (3)
 NSG 315 Health Assessment (3)
 BSC 345 Pathophysiology (3)
 NSG 350 Research in Nursing (3)
 NSG 475 Transition to Advanced Nursing Practice (4)*

* This is a comprehensive bridge course which includes bachelor's-level nursing content foundational to graduate level study.

At least three of the five courses must be taken at Le Moyne College for the certificate to be granted. Students earning this certificate must achieve a minimum grade of C in each course to fulfill prerequisites to Le Moyne's Master of Science Program in Nursing. Up to two graduate courses may be taken concurrently with the last of the five courses required to earn this certification.

Admission Criteria

Candidates applying for the Post-Baccalaureate RN to MS Certificate should submit the following to the Center for Continuing Education:

- certificate application (PDF may be obtained from the College website at www.lemoyne.edu/continuing_ed)
- official transcripts for all college-level courses including basic nursing education
- copy of RN license

Expectations of Program and Graduates

Core competencies provide the foundation upon which the master's curriculum is built. They are consistent with and integral to the mission of Le Moyne College in preparing graduate nurses for leadership and service in a diverse society. These core competencies, which are fundamental to the practice of advanced professional nursing, are reflected throughout all of the master's-level course work and include professional role development, caring, critical thinking, communication and research. The following table provides the definitions of these core competencies and illustrates how they are operationalized in the nursing program outcomes.

Graduates of the BS degree program in nursing at Le Moyne who are accepted to the MS program in the Educator, Administrator, or Informatics track can apply the undergraduate NSG 461 and BSC 435 courses to the graduate NSG 561 and NSG 535 courses (these courses do not have to be repeated). However, the student must take an approved selected elective in education and in global health respectively to fulfill credits in their chosen track to meet degree requirements.

Program Objectives

Master of Science

It is the expectation that the M.S. program in nursing will enhance the student's professional growth and development as outlined in the program objectives. These objectives are derived from, elaborated on and congruent with the program outcomes and reflect expectations of what the students are able to do after graduation.

Upon successful completion of the master's degree program in nursing at Le Moyne College, the graduate will be prepared to:

1. practice in the multi-dimensional role as a specialist in the educator, administrator, or informatics track to provide direct or indirect health care to individuals, families, groups, communities and populations.
2. synthesize knowledge from nursing, related disciplines and the liberal arts and science for application to practice at the advanced level.
3. communicate effectively with clients, colleagues and other health professionals through advanced listening, verbal, non-verbal and written skills and the proficient use of information technology.
4. integrate the principles of compassion, ethical decision making, advocacy and cultural diversity when practicing in direct or indirect care provider roles.
5. integrate research-based findings in advanced professional nursing practice to improve the delivery of health care.
6. apply advanced critical thinking skills when assessing, designing, implementing and evaluating outcomes of nursing interventions.
7. demonstrate a high level of decision-making and the ability to formulate policies and regulations for the effective and efficient use of resources in the delivery of services.
8. assume accountability for professional growth and development and improved practice outcomes through scholarship, continuing education and participation in professional organizations.
9. apply advanced principles and concepts inherent in the direct or indirect care provider role to offer leadership and service for the enhancement of continuous quality improvement in health care.

Post-Master's Certificates

It is the expectation that the post-master's certificate programs in nursing will enhance the student's professional growth and development

as outlined in the program objectives. These objectives are derived from, elaborated on and congruent with the program outcomes and reflect expectations of what the students are able to do after graduation.

Upon successful completion of the post-master's certificate program in nursing at Le Moyne college, the graduate will be prepared to:

1. communicate effectively with clients, colleagues and other health professionals through advanced listening, verbal, non-verbal and written skills and the proficient use of information technology.
2. integrate the principles of compassion, ethical decision making, advocacy and cultural diversity when practicing in a specialty track.
3. integrate research-based findings in advanced professional nursing practice to improve the delivery of health care.
4. apply advanced critical thinking skills when assessing, designing, implementing and evaluating outcomes of nursing interventions.
5. demonstrate a high level of decision-making ability for the effective and efficient use of resources in the delivery of services.
6. apply advanced principles and concepts inherent in the educator, administrator, or informatics track to provide leadership and service for the enhancement of continuous quality improvement in health care.

Technical Standards

Each student must be able to meet the technical standards of performance that are necessary to gain the knowledge and skills for advanced nursing practice.

Master of Science

The nursing program's curriculum is designed to provide the education necessary for the advanced practice of nursing at the master's level of preparation. Students build on the fundamental principles of nursing, acquire skills of critical judgment based on education and experience, and develop an ability to use principles and skills wisely in decision-making and problem solving pertaining to the delivery of safe, high quality nursing services.

Students of the M.S. program in nursing are expected to fulfill the following technical standards:

- Acquire information from demonstrations and experiences in the nursing and elective courses, including but not limited to, information conveyed through lecture, group seminar, small group activities and physical demonstrations.
- Acquire information from written documents and computer-information systems (including literature searches and data retrieval), and identify information presented in images from paper, videos, transparencies and slides.

- Use and interpret information from diagnostic maneuvers (e.g., sphygmomanometer, otoscope, ophthalmoscope, etc.), and other diagnostic representations of physiological phenomena during the course of conducting a comprehensive physical assessment of a client.
- Accurately elicit information, including a medical history and other information required to adequately and effectively evaluate a client's condition.
- Synthesize information, problem solve and think critically to judge which theory and/or strategy of assessment and intervention is most appropriate.
- Use intellectual ability, exercise proper judgment, timely and accurately complete responsibilities attendant to the advanced practice role.
- Maintain effective, mature and sensitive relationships with clients, students, faculty, staff, preceptors and other professionals under all circumstances.
- Communicate effectively and efficiently with faculty, colleagues, preceptors and all members of the health care team during practicum and other learning experiences.
- Possess emotional stability to function effectively under stress and adapt to changing environments inherent in the classroom and practice settings.
- Upon admission, a candidate who discloses a disability and requests accommodation will be asked to provide documentation of his or her disability for the purpose of determining appropriate accommodations, including modification to the program. The College will provide reasonable accommodations, but is not required to make modifications that would substantially alter the nature or requirements of the program or provide auxiliary aids that present an undue burden to the College. To matriculate or continue in the curriculum, the candidate must be able to perform all the essential functions outlined in the Technical Standards either with or without accommodation.

Post-Master's Certificates

Students of the post-master's certificate programs are expected to fulfill the following technical standards:

- Synthesize information, problem solve and think critically to judge which theory and/or strategy of assessment and intervention is most appropriate.
- Use intellectual ability, exercise proper judgment, timely and accurately complete responsibilities attendant to the advanced practice role.
- Maintain effective, mature and sensitive relationships with clients, students, faculty, staff, preceptors and other professionals under all circumstances.
- Communicate effectively and efficiently with faculty, colleagues, preceptors and all members of the health care team during practicum and other learning experiences.
- Possess emotional stability to function effectively under stress and adapt to changing environments inherent in the classroom and practice settings.

- Upon admission, a candidate who discloses a disability and requests accommodation will be asked to provide documentation of his or her disability for the purpose of determining appropriate accommodations, including modification to the program. The College will provide reasonable accommodations, but is not required to make modifications that would substantially alter the nature or requirements of the program or provide auxiliary aids that present an undue burden to the College. To matriculate or continue in the curriculum, the candidate must be able to perform all the essential functions outlined in the Technical Standards either with or without accommodation.

Prerequisites

Master of Science

Applicants to the M.S. program must have either a Bachelor of Science in Nursing or must be registered nurses with a bachelor's degree in another field. For applicants who possess a bachelor's degree in a field other than nursing, please see information on the Post-Baccalaureate RN to MS Certificate in this section of the catalog.

Admission Criteria

Master of Science

Registered nurse applicants to the M.S. program must possess a bachelor's degree (in nursing or in another field) and have a G.P.A. of 3.0 or higher. Conditional acceptance will be offered to a candidate who presents with a G.P.A. of 2.8 to 2.99 with the understanding that a 3.0 must be achieved by taking six credits of coursework by the end of the first two semesters of enrollment in the program.

Applicants can enroll in either fall, spring or summer, and may begin taking classes (up to six credits) as a non-matriculated student prior to or while in the process of applying to the program.

Post-Master's Certificates

Registered nurse applicants to the post-master's certificate program must hold a bachelor's degree in nursing and a master's degree in nursing or related field and have a G.P.A. of 3.0 or higher.

Applicants may begin taking a course (three credits) prior to or while in the process of applying to the program.

Application Requirements

The following items must be included in the application packet:

- Completed application form
- Nonrefundable application fee:
\$50 for the Master of Science in Nursing program
\$35 for the post-master's certificate*
- Official college transcripts
- Two letters of recommendation
- Professional résumé
- Evidence of a current, unencumbered license to practice as an RN in New York state

In addition, the application process requires:

- A personal interview
- An on-site writing sample

Note: The Graduate Record Exam (GRE) is not required but scores may be submitted if they have been taken and the applicant determines that they provide additional evidence of eligibility for graduate study.

Upon receipt of a complete application, qualified candidates will be contacted to schedule an interview.

**If a Post-Master's applicant has graduated from Le Moyne College's master's program, the certificate application fee is waived and only a one-page application form needs to be completed.*

Health Clearance

Every student must be in compliance with the health requirements of Le Moyne to maintain matriculation and of each institution or agency in which they fulfill practicum components of their course work.

Conditional Admission

Conditional acceptance may be offered to a candidate who presents with a G.P.A. of 2.8 to 2.99 with the understanding that a 3.0 must be achieved by taking six credits of course work by the end of the first two semesters of enrollment as a non-matriculated student in the program.

Academic Criteria

1. At least a 3.0 G.P.A. to graduate from the master of science or post-master's certificate program of study.
2. A grade of B or better must be earned in all nursing courses. Any grade of a B- or lower requires that a course be repeated.
3. Withdrawal from a course for academic reasons will count as having taken the course and being unsuccessful in it. Only one course can be repeated and a course can only be repeated once. A grade of B must be earned in theory as well as practicum courses.
4. Evidence of licensure by the New York State Board of Nursing.
5. Professional behavior in the classroom, laboratory and practicum settings according to the American Nurses Association's standards of practice and codes of conduct.
6. Compliance with the technical standards of performance (provided at the time of application and published in this catalog) that are necessary to gain the knowledge and skills for advanced nursing practice.
7. Completion of the program within five years of matriculation.

Behavioral Probation

The hallmarks of a nursing professional are to exhibit at all times the behaviors that represent the practice standards and norms of ethical

conduct expected of graduate nursing students. A violation of these expected behaviors may result in a decision by the Chair of Nursing and the Dean of Graduate and Professional Studies, in conjunction with the Academic Standards Committee (ASC) of the Department of Nursing, to place a student on behavioral probation for a minimum of at least one semester. Procedures may be found in the Department of Nursing *Student Handbook*.

In conjunction with the American Nurses Association's Code of Ethics for Nurses with Interpretative Statements (2001), examples of professional behaviors include, but are not limited to, demonstrating the following:

- caring, sensitivity, compassion, tact, integrity, and tolerance towards others
- written, verbal, and nonverbal communication that conveys respect for clients, self, peers, and faculty
- responsibility and accountability for all actions, including timeliness to classroom, laboratory, and clinical experiences as well as prompt reporting to meetings with administrators, faculty, advisors, and preceptors
- appropriate use of technology to maintain client privacy and confidentiality of medical information and to avoid disruptions in learning environments (class, lab, and clinical) as well as in meetings with students, faculty, staff, and colleagues, and to project a professional image on social media venues
- appearance and conduct that conveys professional demeanor and adheres to institutional policies and procedures
- remaining free of chemical dependency or substance abuse in classroom, laboratory, and clinical settings

Transfer Credit/Waiver Policy

A student may transfer up to 12 credits of equivalent course work to meet master of science program requirements, but must take 27 credits in the program of study to satisfy College residency requirements. A maximum of two courses can be transferred to satisfy major track requirements. A request for transfer credit to meet degree requirements must be made prior to the date of matriculation. To be granted transfer credit for course work taken at another accredited or state approved college or university, a minimum grade of B must be earned, they must be at least 75 percent equivalent to the required courses in the graduate program of study, and the courses must have been taken within the last seven years. Courses from previous colleges taken at the graduate level more than seven years prior to matriculation may be considered for transfer credit only with approval by the course instructor and department chair if justification of equivalency via a written petition is documented, such as the student has significant practice experience relevant to the major content of the course(s).

Requests for transfer credit must be made in writing to the chair of the Department of Nursing.

Completion of at least nine credits in the post-master's certificate program of study must be earned at Le Moyne College to satisfy residency requirements. A maximum of three credits of equivalent course work may be transferred to meet the certificate's program requirements.

Term Limit for Completion

Upon matriculation, a student has five years to complete the degree requirements. A waiver to grant the student extension beyond the five-year limit will be considered on an individual basis depending on the extenuating circumstances.

Probation and Termination

A matriculated student will be placed on academic probation if overall G.P.A. falls below 3.0 during any given semester. A student will be terminated if her/his G.P.A. falls below 3.0 for two consecutive semesters immediately after the student has been placed on probation and/or if a student earns a B- or less in more than one course in the curriculum.

Withdrawal or Leave of Absence

If a student chooses to withdraw or take a leave of absence from the program, she/he should inform her/his faculty advisor or department chair and must complete an enrollment status change form available in the registrar's office. A leave of absence should be applied for if a student is not planning on taking any courses for one or more semesters. Failure to complete this form will result in an administrative withdrawal from the program and may affect readmission to the College in the future.

Readmission

A student who has withdrawn from the program in good standing may reapply at any time. Reapplication requires completing all admission requirements with the exception of needing only one additional letter of recommendation. Also, a letter stating the reason for requesting re-acceptance must accompany the application materials. The applicant should check with the registrar to find out if original official transcripts are still on file at the College and also submit new transcripts of any additional course work taken since the date of withdrawal.

Advisement

Advisement is a progressive collaborative process that provides for the exchange of confidential information in an atmosphere of safety, respect and privacy. A student must be in contact (in person, via e-mail or by telephone) with her or his advisor at least once per semester to be unblocked for course registration for the following semester. All matriculated nursing students are assigned a full-time faculty member in the department for academic advisement. Availability of advisors is by posted office hours or by appointment.

Master of Science in Nursing

Core Competencies Inherent in M.S. Program Outcomes

Definition of Core Competencies	M.S. Program Outcomes
Professional Role Development is an integrative process whereby the individual assumes the characteristics, values, and behaviors associated with a commitment to advanced nursing practice when working collaboratively with the health care team, serving as an advocate for the consumer and functioning within the health care system.	The M.S. graduates, demonstrates competencies consistent with advanced professional nursing practice in assuming the multiple dimensions of the specialty practice/functional role in education, administration, gerontology, palliative care or informatics.
Caring is an expression of respect for the dignity and self-worth of individuals by honoring the ethical rights of others and demonstrating sensitivity, equitability and cultural appropriateness in providing services consistent with advanced professional nursing practice.	The M.S. graduates apply the principles of ethical and transcultural care in the delivery of advanced level nursing services to others.
Critical Thinking is the cognitive process of decision making that involves collecting, synthesizing, analyzing and interpreting data from multiple sources to question assumptions, reason inductively and deductively, problem solve creatively and evaluate outcomes when dealing with complex and dynamic situations.	The M.S. graduates integrate theoretical information from nursing, other disciplines and the liberal arts and sciences to make complex decisions independently and collaboratively when practicing at an advanced level.
Communication is a complex process of sharing information, ideas and perceptions through the use of advanced skills in listening, verbal and non-verbal interactions, writing and multimedia technology to convey logical, organized, clear, accurate, therapeutic and relevant messages to individuals, families, groups, communities and populations.	The M.S. graduates incorporate principles of effective communication by using a variety of advanced techniques in a proficient manner when interacting with consumers, peers, other health care providers, policy makers and communities of interest.
Research is the process of identifying new and existing knowledge for application of relevant evidence to improve outcomes.	The M.S. graduates demonstrate advanced research skills to initiate change in professional nursing practice.

Typical Program for Educator Track (Full-Time)

First Semester	Hours	Second Semester	Hours
Year I			
NSG 531	3	MIS 501 or NSG 697	3
NSG 561	3	NSG 535	3
NSG 625	3	NSG 566	3
Year II			
CCM*/EDG Elective**	3	NSG 650	3
NSG 612	3	NSG 701	3
NSG 615	3	NSG 710	1
NSG 635	3	NSG 711	2

* A 500-level elective, in ethics or human diversity and social issues may be taken from the Consortium for Culture and Medicine (CMM). ** A 500- or 600-level EDG elective may be taken from the Department of Graduate Education or Department of Nursing.

Typical Program for Educator Track (Part-Time)

First Semester	Hours	Second Semester	Hours
Year I			
NSG 531	3	MIS 501 or NSG 697	3
NSG 561	3	NSG 535	3
Year II			
NSG 625	3	NSG 566	3
NSG 612	3	NSG 650	3
Summer			
CCM*/EDG Elective**	3		
Year III			
NSG 615	3	NSG 701	3
NSG 635	3	NSG 710	1
		NSG 711	2

*A 500-level elective, in ethics or human diversity and social issues may be taken from the Consortium for Culture and Medicine (CCM).

**A 500- or 600-level EDG elective may be taken from the Department of Graduate Education.

Students who complete the master's degree in the educator track are eligible to take the certification exam for nurse educators (CNE).

Typical Program for Administrator Track (Full-Time)

First Semester	Hours	Second Semester	Hours
Year I			
NSG 561	3	MIS 501 or NSG 697	3
BUS 501	3	NSG 535	3
NSG 625	3	NSG 566	3

Year II

CCM 500 elective*	3	HRM 601	3
NSG 612	3	NSG 703	3
NSG 615	3	NSG 710	1
NSG 611	3	NSG 711	2

*A 500-level elective, in ethics or human diversity and social issues may be taken from the Consortium for Culture and Medicine (CCM).

Typical Program for Administrator Track (Part-Time)

First Semester	Hours	Second Semester	Hours
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Year I

NSG 561	3	MIS 501 or NSG 697	3
BUS 501	3	NSG 535	3

Year II

NSG 625	3	NSG 566	3
NSG 612	3	HRM 601	3

Summer

CCM elective*	3
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Year III

NSG 615	3	NSG 703	3
NSG 611	3	NSG 710	1
		NSG 711	2

*A 500-level elective, in ethics or human diversity and social issues may be taken from the Consortium for Culture and Medicine (CCM).

Students who complete the master's degree in the administrator track are eligible to take the certification exam for nurse administrators (CNA)

Typical Program for Informatics Tracks (Full-Time)

First Semester	Hours	Second Semester	Hours
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Year I

NSG 561	3	MIS 501	3
NSG 697	3	NSG 535	3
NSG 625	3	NSG 566	3

Year II

CCM 500/Elective*	3	NSG 611	3
NSG 612	3	NSG 707	3
NSG 615	3	NSG 710	1
Selected 500-700 Elec	3	NSG 711	2

* CCM 500 selected elective or 500-600 level selected elective for informatics track

Typical Program for Informatics Tracks (Part-Time)

First Semester	Hours	Second Semester	Hours
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Year I

NSG 561	3	MIS 501	3
NSG 697	3	NSG 535	3

Year II

NSG 625	3	NSG 566	3
NSG 612	3	NSG 611	3

Summer

CCM 500/Elective*	3
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Year III

NSG 615	3	NSG 707	3
Selected 500-700 level Elective			3
NSG 710	1	NSG 711	2

* CCM 500 selected elective or 500-600 level selected elective for informatics track

Post-Master's Certificates

Five 12-credit post-master's certificate programs in education, administration, gerontology, palliative care or informatics are available to nurses who already hold a master's degree in nursing or in a related field.

Typical Program for Educator Track

First Semester	Hours	Second Semester	Hours
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Year I

NSG 561	3	NSG 650	3
NSG 635	3	NSG 701	3

Typical Program for Administrator Track

First Semester	Hours	Second Semester	Hours
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Year I

MIS 501	3	HRM 601	3
BUS 501	3	NSG 703	3

Typical Program for Informatics Track

First Semester	Hours	Second Semester	Hours
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Year I

NSG 611	3	Selected 500-700 Elec	3
NSG 697 or MIS 501	3	NSG 707	3

Family Nurse Practitioner (FNP) Program

Nurse Practitioners have become the primary care providers for millions of Americans and are poised to meet the challenge of improving the health care of many more millions of people in the changing healthcare market. Family Nurse Practitioners (FNPs) are master's prepared, Advanced Practice Registered Nurses (APRNs) with expertise in the diagnosis and management of common and complex health conditions across the lifespan. FNPs focus on preventative care and health management. Drawing upon specialized knowledge and clinical competencies as health educators, counselors, researchers, and clinicians, FNPs provide comprehensive care to individuals and families and promote high quality, cost effective health care. FNPs work autonomously as well as in collaboration with other primary care providers and healthcare professionals in the community with the ultimate goal of improving clinical outcomes.

The FNP program provides the student with the academic knowledge and advanced clinical training needed to begin practice as a novice FNP. The program focuses on the development of strong assessment and diagnostic skills sets that, as students advance through clinical courses, are tested at increasingly complex levels. Emphasis is also directed toward the use of research and evidence-based practice to understand and evaluate current prevention strategies, disease management recommendations, and best practice outcomes that are necessary for providing comprehensive health promotion, disease prevention, and management of common acute and chronic illnesses. Successful graduates will hold a FNP Certificate in New York State and will be eligible to sit for the National Family Nurse Practitioner certification exam offered by the American Nurses Credentialing Center (ANCC) and the American Academy of Nurse Practitioners (AANP).

The FNP program is designed to concur with the criteria and standards for master's education as set forth by the American Association of Colleges of Nursing (AACN) in its Essentials of Master's Education document as well as the guidelines enacted by the Nursing Organization of Nurse Practitioner Faculty (NONPF) in its Nurse Practitioner Core Competencies. The program consists of two parts: graduate level core content (9 credits) and a specialty focus of FNP role (35 credits) for a total of 44 credits. Completion of this FNP curriculum leads to a Master of Science (MS) degree in nursing.

The 44-credit FNP curriculum is designed as a two-year program of study for full-time students and as a three and one-half-year program of study for part-time students.* Application for admission as a matriculated full-time or part-time student is for the Fall semester only. Also, a Post-Master's Certificate is offered to eligible candidates who have a master's degree in nursing with another specialty focus. The sequencing of the courses in the curriculum reflects a logical flow of content and consists of a combination of theory, laboratory, and clinical coursework. At the graduate level, the ratio of credits to contact hours is as follows: 1 credit of theory = 1 hour of class time; 1 credit of lab = 2 hours of lab time; 1 credit of clinical = 6 hours of

practice experience. A minimum of nine credits of coursework at the graduate level constitutes full-time study and eight credits or less is considered part-time study.

The student must complete a minimum of 810 hours of clinical practice beginning in the second semester of the full-time program of study and beginning in the fourth semester of the part-time program of study, as outlined in the curriculum plans respectively. Clinical hours must be completed in the semester or summer session in which a clinical course is taken. Clinical sites encompass a variety of community-based and acute care practice settings. The clinical hours are allocated based on age/developmental stage requirements of each population group. The following outline indicates the approximate hours required for practice experience with each specific group: 22 – 64 years (adult) = 300 hours; 65 + years (older adult) = 110 hours; 0 – 21 years (child and adolescent) = 200 hours; Women's Health = 100 hours; Specialty = 100 hours.

* The part-time program of study will not be offered unless a sufficient number of full-time students have been enrolled.

Expectations of Program Graduates

Core competencies, which are built on the standards outlined in the AACN Master's Essentials as well as the practice guidelines of the National Organization of Nurse Practitioner Faculties (NONPF), provide the foundation upon which the Family Nurse Practitioner master's curriculum is built. They are consistent with and integral to the mission of Le Moyne College in preparing graduate nurses for leadership and service in a diverse society. These core competencies, which are fundamental to Advanced Practice Nursing, are reflected throughout all of the master's-level course work and include professional role development, caring, critical thinking, communication, and research. The following outline provides the definitions of these core competencies and illustrates how they are operationalized in the graduate nursing program outcomes.

Core Competencies Inherent in MS Program Outcomes

<i>Definition of Core Competencies</i>	<i>M.S. Program Outcomes</i>
Professional Role Development: an integrative process whereby the individual assumes the characteristics, values, and behaviors associated with a commitment to advanced nursing practice when working collaboratively and in an interdisciplinary manner with the healthcare team, serving as an advocate for the consumer, and functioning within the healthcare system.	The MS graduate, assuming the multiple dimensions of the advanced practice nursing role, demonstrates competencies consistent with AACN Master's Essentials, and NONPF core practice guidelines.

Caring: expressions of respect for the dignity and self-worth of individuals by honoring the ethical rights of others and demonstrating sensitivity, equitability, and cultural appropriateness in providing services consistent with advanced professional nursing practice.	The MS graduate applies the principles of ethical and transcultural care in the delivery of advanced level nursing services to others.
Critical Thinking: the cognitive process of decision making that involves collecting, synthesizing, analyzing, and interpreting data from multiple sources to question assumptions, reason inductively and deductively, problem solve creatively, and evaluate outcomes when dealing with complex and dynamic situations.	The MS graduate integrates and processes information from nursing, other disciplines, and the liberal arts and sciences to make complex decisions independently and collaboratively when practicing at an advanced level.
Communication: a complex process of sharing information, ideas, and perceptions through the use of advanced skills in listening, verbal and non-verbal interactions, writing, and multi-media technology to convey logical, organized, clear, accurate, therapeutic, and relevant messages to individuals, families, groups, communities, and populations.	The MS graduate incorporates principles of effective communication by using a variety of advanced techniques in a proficient manner when interacting with consumers, peers, other healthcare providers, policy makers, and communities of interest.
Research: the process of identifying new and existing knowledge for application of relevant evidence to improve outcomes.	The MS graduate demonstrates advanced research skills to initiate change in professional nursing practice.

Program Objectives

It is the expectation that the master’s program will enhance the graduate’s professional growth and development as outlined in the program objectives. These objectives are derived from, elaborated on, and congruent with the program outcomes and reflect expectations of what the students are able to do after graduation. Upon successful completion of the FNP program of the MS degree in nursing at Le Moyne College, the graduate will be prepared to:

1. practice in the multi-dimensional Advanced Practice Nursing (APN) role of Family Nurse Practitioner to provide direct care in promoting health and preventing disease in individuals, families, groups, communities, and populations.
2. synthesize knowledge from nursing, related disciplines, and the liberal arts and sciences for application to practice at the advanced level.
3. communicate effectively with clients, colleagues, and other health professionals through advanced listening, verbal, non-verbal, and written skills and the proficient use of information technology.
4. integrate the principles of compassion, ethical decision making, advocacy, and cultural diversity when practicing in the APN role.
5. integrate research-based findings in professional nursing practice

6. to improve the delivery of health care.
6. apply advanced critical thinking skills when assessing, diagnosing, planning, implementing, and evaluating treatment outcomes.
7. demonstrate a high level of decision-making ability and formulate policies and regulations for the effective and efficient use of resources in the delivery of health care.
8. assume accountability for professional growth and development and improved practice outcomes through scholarship, continuing education, and participation in professional organizations.
9. apply advanced principles and concepts inherent in the APN role to provide leadership and service for the enhancement of continuous quality improvement in health care.

Technical Standards

Students in the FNP program must be able to meet the technical standards of performance that are listed under the general criteria for the MS program in this section of the Catalog.

Admission Criteria

1. A cumulative Grade Point Average (GPA) of 3.3 or higher is required. Conditional acceptance will be offered to a candidate who presents with a GPA of 3.0 to 3.29 dependent upon interview and at the discretion of the Graduate Admissions Committee.
2. A completed application, including statement of purpose clearly identifying why the applicant wants to pursue the Advanced Practice Nursing (APN) role of the FNP, official transcripts of all colleges/universities attended, and three (3) letters of reference, one each from professional colleagues as follows: (1) an RN peer, (1) a nursing supervisor or faculty member, (1) a Nurse Practitioner or Physician.
3. Prior to the start of NSG 671: FNP clinical I, the candidate must have completed one year or a full time equivalent of RN nursing practice in Medical-Surgical Nursing in an acute care setting.*
4. A personal interview with the Director of the Advance Practice Nursing Program and a 500-word essay written spontaneously following the interview on a subject predetermined by the graduate admission committee.
5. Evidence of unencumbered, current licensure to practice as an RN in New York State.
6. Current CPR certification and evidence of recent physical exam (within 12 months), up-to-date immunization status, and PPD status.
7. Graduation from a state-approved baccalaureate program in nursing, or graduation from an associate degree or diploma program in nursing with a bachelor of arts or bachelor of science in another field**, or graduation from an accredited master’s degree program in nursing for students enrolling in the FNP Post-Master’s advanced certificate program.
8. A professional resume listing relevant educational and work experience.
9. Completion of basic statistics course or equivalent and an undergraduate Health Assessment course.

*Other RN nursing experience may be considered at the discretion of the Director of the Advanced Practice Nursing Program.

** Post-Baccalaureate RN-MS certificate

Transfer Credit and Residency Requirement Policies

A total of 12 credits may be transferred into the FNP program of study if the courses are deemed equivalent in content and credit load. To fulfill the residency requirement of the Department of Nursing and Le Moyne College as well as to satisfy requirements for the master's degree in nursing, transfer students must earn the majority of the credits (32 credits) of course work in the graduate curriculum at Le Moyne and meet all other criteria for admission as listed previously. A non-matriculated student may take a maximum of 6 credits prior to enrollment in the FNP track of the MS program.

For transfer credit to be granted for course work taken at another accredited college or university, a grade of "B" must have been earned in a course, the course must be equivalent to the required Department of Nursing course, and the course must have been taken within the last five years. An exception to this time requirement will be considered on an individual basis and a waiver of this requirement is at the discretion of the Director of the Advanced Practice Nursing program and the faculty member responsible for this course content area.

Term Limits for Completion

Upon matriculation, a full-time student has two years to complete degree requirements and a part-time student has three and one-half years to complete degree requirements. A waiver to grant the student an extension will be considered on an individual basis depending on the extenuating circumstances.

Probation and Termination

See general criteria under Master of Science in the Nursing Graduate section of the catalog.

Behavioral Probation

See general criteria under Master of Science in the Nursing Graduate section of the catalog.

Withdrawal or Leave of Absence

See general criteria under Master of Science in the Nursing Graduate section of the catalog.

Readmission

See general criteria under Master of Science in the Nursing Graduate section of the catalog.

Advisement

See general criteria under Master of Science in the Nursing Graduate section of the catalog.

Typical Program for Family Nurse Practitioner (Full-time)

First Semester	Hours	Second Semester	Hours
Year I			
NSG 660	3	NSG 615*	3
NSG 663	3	NSG 625	3
NSG 665	3	NSG 671 (135 hrs.)	1-5
NSG 667	2	NSG 666**	3
Summer			
NSG 672 (135 hrs.)	15		
Year II			
NSG 697	3	NSG 682	3
NSG 681	3	NSG 674 (270 hrs.)	3
NSG 616	3	NSG 709	1
NSG 673 (270 hrs.)	3	NSG 711	2
NSG 710	1		

* Epidemiology is a pre- or co-requisite

** Undergraduate Family Theory Course or Must Take the Family Theory Module

Typical Program for Family Nurse Practitioner (Part-time)

First Semester	Hours	Second Semester	Hours
Year I			
NSG 615	3	NSG 660	3
NSG 697	3	NSG 663	3
Summer			
NSG 625	3		
Year II			
NSG 665	3	NSG 671 (135 hrs.)	1-5
NSG 667	2	NSG 666**	3
Summer			
NSG 672 (135 hrs.)	15		
NSG 616	2		
Year III			
NSG 681	3	NSG 682	3
NSG 673 (270 hrs.)	3	NSG 674 (270 hrs.)	3
Summer			
NSG 710	1		
Year IV			
NSG 709	1		
NSG 711	2		

* Epidemiology is a pre- or co-requisite

** Undergraduate Family Theory Course or Must Take the Family Theory Module

Typical Program for **Post-Master's FNP Certificate**

First Semester	Hours	Second Semester	Hours
Year I			
NSG 666	2	NSG 672	3
NSG 673	3	NSG 674	3
NSG 681	3	NSG 682	3

NOTE: The above schedule is for students who are already an NP in another specialty areas.

If not an NP, but with a master's degree in nursing, the following courses are required:

All courses in the NP track (36 credits).

A total of 12 transfer credits will be granted for core courses and/or NP specialty track courses if these courses taken elsewhere are equivalent and a grade of B or better has been earned.

Courses

NSG 501. Holistic Stress Management (3).

This course is designed to introduce undergraduate and graduate students to the field of holistic stress management. Stress will be understood from physiological, psychological, and spiritual dimensions. The impact and role of physical activity, nutrition, sleep, cognitive coping skills, and relaxation techniques will be examined from the perspective of how they support health and prevent and/or alleviate the physical symptoms of stress when caring for self, patients, families, or others. Students will learn comprehensive principles, theories, and skills needed to effectively manage personal stress, and to understand the psychosomatic (mind-body-spirit) relationship. The course will support students to employ a holistic approach to stress management in both their personal and professional lives.

NSG 531. Advanced Nursing Practice (3).

The purpose of this course is to prepare graduate nurses with higher level knowledge and skills in assessment, diagnostic, reasoning, and management of client problems within a society area of clinical practice. This course is a comprehensive coverage of advanced physiological mechanisms and specific pathologies affecting all of the major organ systems of the human body and advanced health assessment skills with an emphasis on concepts of health promotion, risk management, and disease prevention. The focus is on causality of alternations in human physiological functions in the adult population. Strong emphasis is placed on developing sound clinical decision-making abilities based on an understanding advanced pathophysiology. The concepts of normal physiology and pathological phenomena as a result of altered states of health are contrasted. The human physiological responses to various diseases and disorders are examined in detail from the micro (cellular) and macro (organ) level. Diagnostic tests, laboratory values, and treatment methods pertinent to identifying and managing these alterations in health are discussed. Course assignments are laboratory practice activities enhance the student's

history taking, physical assessment, and critical thinking skills essential for planning, delivering, and evaluating health care.

NSG 535 (BSC 435). Epidemiology (3).

This course will serve as an introduction to epidemiology as a basic science for public health and clinical medicine. Epidemiological principles and methods are presented with emphasis on the health status and health needs of a population, on levels of prevention, on susceptibility, communicability, and modes of transmission, and on promotion of health using various strategies. Statistical measures are applied to describe the incidence and prevalence of disease, fertility rates, morbidity and mortality rates, health beliefs and behaviors, socioeconomic, ethnic and racial disparities, causality of disease and disability, and risk factors for the purpose of evidence-based decision making in public health. (Note: This course is not open to students who have taken BSC 435 as undergraduates at Le Moyne College.)

NSG 545 (PSY 445). Psych of Grief: Current Under & Interven (3).

This course examines the experience of individuals and families in the face of death and loss. The course will focus on the nature and causes of grief as well as strategies for effective counseling interventions. There will be an emphasis on loss due to death however, other types of psychosocial and physical losses will also be considered. Accordingly, we will explore a variety of factors that facilitate or impede the grief process. The course will initially trace the development of dominant models of grief and their historical and theoretical underpinnings. Considerable emphasis will be on examining the grief process as it is played out in the context of family. The family is seen as an interactive system, with a complex mix of actions, perceptions and expectations that influences the experience of grief among family members. This course will also consider a postmodern view of bereavement as a complex phenomenon embedded in a unique context involving social, cultural, philosophical and psychological factors. The second half of the course will have a distinct practitioner emphasis by connecting theoretical understandings to practical applications and interventions.

NSG 561 (NSG 461). Principles of Teaching and Learning (3).

The focus of this course is to provide students with the knowledge and skills necessary to educate various audiences in a variety of settings with efficiency and effectiveness. It is a comprehensive coverage, both in scope and depth, of the essential components of the education process and the principles of teaching and learning. Designed to increase students' proficiency in educating others, it takes into consideration the needs and characteristics of the learner as well as how to choose and use the most appropriate instructional techniques and strategies by which to optimize learning. The theories and concepts addressed in this course can be applied to any audience of learners, whether they are patients and their families, staff nurses or student nurses. An understanding of the basics of teaching and learning allows the educator to function in the role as a "guide by the side" and as a "facilitator" of learning, rather than merely as a "giver of information". This approach enables the audience of learners to act as responsible

partners in the teaching/learning process. Emphasis is placed on preparing students to assess, teach, and evaluate learners of all stages of development based on their learning needs, learning styles, and readiness to learn. Not open to students who have taken NSG 461. If NSG 461 or its equivalent has been completed, a graduate level 3-credit education elective must be substituted to meet master's degree in nursing requirements.

NSG 566. Contemp Issues in Healthcare Leadership (3).

The focus of this course is on the role of the evolving leadership of skills of the master's prepared nurse at various levels of authority and in different practice settings in dealing with a myriad of issues and challenges in a changing and complex world of healthcare delivery. Through a review of leadership paradigms, organizational structure, and current healthcare regulations, students have the opportunity to explore the responsibility and accountability of the master's prepared nurse to internal and external stakeholders. Interprofessional collaboration, development of leadership functions, the influence of technology resources, adherence to ethical and legal standards, advocacy for change or maintaining tradition, and the influence of policy decisions at all levels are considered. Also discussed are issues related to quality improvement, negotiating conflict, personnel and fiscal management, and shared governance models. Skills essential to leadership include communication, collaboration, negotiation, delegation, and coordination.

NSG 590-599. Independent Study (1-6).

A student who wishes to pursue an independent study project for academic credit must submit, prior to registration a proposed plan of study that includes the topic to be studied and the goal to be achieved, the methodology to be followed, schedule of supervision, end product, evaluation procedure, and the number of credits sought. The proposal must be approved by the supervising faculty member, the department chair, and the Dean. It will be kept on file in the office of the Dean.

NSG 609. Clinical Teaching in Nursing Education (3).

This course will assist nurse educators to develop skills to teach in the unique environment of the clinical and learning laboratory setting. The student will apply theory of teaching and learning to assess the needs and learning style of students in clinical and learning laboratory settings and design meaningful experiences to meet course and clinical objectives. The course will focus the student on making appropriate assignments, designing pre and post conferences, and evaluating student performance. Special situations including selection of preceptors, working with a culturally diverse student and patient population, and managing agency staff expectations will be explored. Legal, ethical and human resource issues will be discussed.

NSG 611 (MIS 460/CSC 460/MGT 460/MIS 711). Managing Systems Project (3).

This course focuses on introductory project management processes, technology and tools, utilizing the Project Management Institute's

(PMI) Project Management Body of Knowledge (PMBOK) and the Software Engineering Institute's (SEI's) Capability Maturity Model Integration (CMMI) processes and nomenclature. Students examine the processes and theory of project management as well as industry case studies, and will utilize project management software in support of their management activities. Guest speakers and field research provide students with access and information from industry and academia. Students are engaged in a semester-long project. Initially, they are required to identify the project scope and team charter for their project; subsequent assignments require them to prepare a business case, work breakdown structure, cost estimate, and final project documentation for their project.

NSG 612. Health Issues in an Aging Society (3).

This course explores the health and wellness issues encountered by a growing numbers of Americans entering late-life years. Healthy aging as well as common illnesses faced by this population will be explored from physiological, psychological, economic, and spiritual perspectives, including emphasis on end-of-life preparation and care. Individualization of care planning based on cultural norms, ethnicity, and moral concerns of the client and family will be incorporated. Discussion of the capacity of the health care system, in particular the professional knowledge and skills of nurses, to meet the needs of this growing segment of society will be discussed. Also, focus will be placed on policy to support productive and healthy aging, choices in end-of-life care, and the role of nurses and nursing in advancing these goals.

NSG 615. Advanced Research (3).

This course reviews the research process and focuses on analyzing and evaluating research at the advanced level of nursing practice. Principles of scientific inquiry, including identification of nursing and multidisciplinary theoretical and conceptual frameworks, are used to delineate research questions and uncover evidence for the continuous improvement of nursing practice. Expected competencies include the identification, analysis, and synthesis of research findings related to clinical practice and health care outcomes. Emphasis is on the translation of research to support and inform practice innovations. A basis understanding by the student of the research process, terminology, and statistics is assumed. Prerequisite of undergraduate research course and basic statistics course.

NSG 616. Research Application (2).

The exploration and application of research and evidence-based practice (EBP) for advanced practice nursing is the focus of this course. Students will identify practice problems and determine the best way to address those problems after conducting an in-depth search of the evidence-based literature, and after appraising and synthesizing those research findings. Methods for performing a comprehensive literature search and analyzing multiple sources for practice guidelines are emphasized. EBP implementation models will be used by students to explore practice questions and present change. Students will acquire the skill set necessary to identify a practice problem, search for available literature, determine an appropriate practice change, implement that change,

and monitor for outcomes with the goal of improving quality in the healthcare environment. Prerequisite: NSG 612.

NSG 625. Health Care Delivery Systems (3).

This course focuses on formal and informal health care systems within American communities by addressing their historical development, the major forces shaping their present status, and emerging directions of these systems. Throughout the course, the implications for the roles and actions of nurses within health care organizations are explored with respect to planning, policy formulation, financing, and evolving methods of delivering services to clients. Within a rapidly changing health care environment, it is imperative that students understand the actual and potential role of nursing at the local, state, and national levels from the perspective of geographic influences, socio-cultural demands, and environmental stressors impacting on communities and on the available health care systems. Current health care reform issues, concepts and models of health care delivery, directions for change, and methods affecting organizational change on individuals, groups, as well as the nursing profession will be examined and discussed. The purpose of this course is to prepare nurses as leaders in managing various resources for the delivery of quality, cost-effective care.

NSG 635. Curriculum and Program Development (3).

The purpose of this role course is to further develop the knowledge and skills of the nurse as educator. Although the emphasis is on preparing faculty for an academic role, the principles are applicable for nurse educators in staff development, in-service, and continuing education. Thus, the competencies and responsibilities of the educator in a variety of settings are explored. Ethical, legal, political, social, economic, and professional standards issues are examined as they impact on the education process and influence curriculum and program development. Students are given the opportunity to design, apply, and critique creative teaching and learning strategies as well as to develop outcome criteria as measure to evaluate the success of educational programs and curriculum plans. As a culminating aspect of this course, students examine both the entrepreneurial roles of the nurse educator and how to negotiate an educator position through the use of marketing and interviewing techniques. Seminar and other adult learning approaches are used to foster critical thinking and active participation. Prerequisite: NSG 461 or NSG 561.

NSG 636. Palliative Care Concepts (3).

The focus of this course is to provide students with the knowledge and skills necessary to provide high quality, specialist-level palliative care to patients and families as they experience life limiting illness. The students will gain an understanding of the history and practice of palliative care in the United States and other world countries. This course will address advanced communication skills critical in end of life care. Symptom management including physical, psychological, social and spiritual distress will be examined, and strategies to manage these issues will be assessed. An understanding of the role of the advanced practice nurse in palliative care will provide students with

the ability to function as a critical member of the interdisciplinary team. In addition students will conduct an analysis of policy factors relevant to palliative care and its future directions.

NSG 640. Physiological Changes in Aging (3).

This course will focus on the human aging process from a physiological perspective with emphasis on the changes that result in environmental modifications to keep the older adult safe, healthy and productive. Major theories of aging will be explored in relation to common health problems faced by the older adult. Particular emphasis will be placed on concepts of pharmacology and the issues of medications and drug use in the older adult. Special pharmacological problems created by the aging process will be discussed. Students will use the nursing process to develop plans of care to promote healthy behaviors in the older adult and educate the client, family, and significant others on environmental and lifestyle modifications that may assist the older adult to remain independent and healthy.

NSG 650. Educational Assessment & Evaluation (3).

This course focuses on the role of the nurse educator in assessing and evaluating the learner (nursing students and nursing staff) from the beginning to the completion of an academic program or other type of education endeavor, such as staff development, in-service, and continuing education programs. A major emphasis is on exploring creative assessment and valuation strategies, using various methodologies to determine learner performance in classroom, laboratory, and clinical settings. The assessment and evaluation processes include exploring topics related to recruitment, admission, progression, retention, and graduation of learners. A major emphasis is on test development, which involves techniques for writing and critiquing different types of examination items as well as scoring, grading, and determining the reliability and validity of tests. Students critically examine issues, policies, procedures, and current research data in education by actively participating in seminars, individual or small group project, class presentations, and other adult learning approaches. Through the development of knowledge and skills, students are expected to gain a broad perspective on the role of the nurse as educator. Prerequisites: NSG 461 or NSG 561.

NSG 660. Advanced Pathophysiology (3).

This course builds on foundational knowledge of anatomy, physiology, and basic pathophysiology obtained through undergraduate coursework. Alterations of various physiological systems that are frequently encountered in primary care are explored from a lifespan perspective. A case study approach is used to analyze risk factors, pathophysiological changes, signs and symptoms of disease processes, and disease outcomes. Current and appropriate screening and diagnostic evaluative methods are also reviewed to enhance critical thinking and assist the student in developing diagnostic reasoning and clinical management skills.

NSG 663. Advanced Pharmacology (3).

The mission of the Department of Nursing, consistent with the mission of Le Moyne College, is to educate nurses at the undergraduate and graduate levels to provide the highest quality nursing service and professional leadership. The nursing curricula, integrating liberal arts and sciences and the culture of Catholic and Jesuit tradition at Le Moyne, aim to prepare nurses to serve as practitioners and leaders in a diverse world of health care for the new century. Graduates are prepared as life-long learners who are future oriented; responsive to the challenges of a dynamic healthcare environment; possess well-developed communication, critical thinking, and technical skills; and demonstrate professional, caring, and competent behaviors that reflect the standards and values of nursing.

NSG 665. Advanced Health Assessment I (3).

This course, which serves as the foundation for the Advanced Practice Nursing clinical coursework, focuses on the development of comprehensive, advanced health assessment skills, diagnostic reasoning, and management of common problems in the adult population. Course assignments, laboratory practice, and the use of Observed Structured Clinical Examinations (OSCEs) and case studies enhance the student's communication and interviewing skills, complex bio-psychosocial assessment, and critical thinking skills essential for planning, delivering, and evaluating health care. Emphasis is placed on the synthesis of assessment data to arrive at differential diagnoses. Students learn to present patient histories and exam findings in a concise and effective manner.

NSG 666. Advanced Health Assessment II (3).

This course, the second in a sequence of clinical courses, builds upon concepts introduced in Advanced Health Assessment I. Theoretical and clinical foundations for comprehensive health assessment through the lifespan from birth through senescence are emphasized. The course furthers the development of the advanced practice role as students apply their physical assessment and diagnostic reasoning skills across diverse populations with increasing competence, confidence, and leadership. The focus of the course is on the comprehensive biopsychosocial assessment of populations from pediatrics (infants, school age children, and adolescents), through reproductive health, and geriatrics, as well as the management of commonly encountered problems in these populations. Emphasis is placed on age appropriate assessment techniques, the identification of normal and abnormal findings, the development of differential diagnoses, and the development of management plans that include teaching strategies that focus on prevention and anticipatory guidance. Course assignments, laboratory practice, and the use of Observed Structured Clinical Examinations (OSCEs) and case studies refine the student's communication and interviewing skills, comprehensive assessment skills, and critical thinking skills essential for planning, delivering, and evaluating health care of individuals and families. Pre-requisite: NSG 665: Advanced Health Assessment I.

NSG 667. Advanced Practice Nursing Role (2).

This course introduces students to the history, ethical standards, and development of the various roles of the Advanced Practice Nurse (APN). The professional, organizational, and scope of practice requirements for each role are explored. APN role transition, certification, and professional activities are examined as they relate to the profession of nursing. Select theories and practices from nursing and related disciplines are integrated to provide a foundation for the graduate student to transition into the advanced practice role and to provide comprehensive care to diverse populations.

NSG 671. FNP Clinical I (1.5).

This is the first clinical rotation in a progressive sequence of Advanced Practice Nursing clinical courses for the Family Nurse Practitioner student. The course focuses on the practice and refinement of clinical history taking and assessment skills in an adult, primary care population under the supervision and guidance of a clinical preceptor. Students gain proficiency with presenting concise and accurate patient histories and exam findings to their preceptors. Emphasis is placed on early diagnostic reasoning whereby students begin to develop differential diagnoses and formulate the plan of care. Students are required to complete 135 hours of supervised clinical practice in this course. Pre / Co-requisites: NSG 660: Advanced Pathophysiology, NSG 663: Advanced Pharmacology, NSG 665: Advanced Health Assessment I, and NSG 667: Advanced Practice Nursing Role.

NSG 672. FNP Clinical II (1.5).

This is the second clinical rotation in a progressive sequence of Advanced Practice Nursing clinical courses for the Family Nurse Practitioner student. The course focuses on the practice and refinement of clinical history taking and assessment skills in a primary care family population under the supervision and guidance of a clinical preceptor. Students perform age-appropriate, comprehensive and focused histories and physical exams in pediatrics, adolescent, and adult reproductive health, and geriatrics. Students continue to gain proficiency with presenting concise and accurate patient histories and exam findings to their preceptors. Additionally, students work independently on diagnostic reasoning skills to develop differential diagnoses and formulate the plan of care for their preceptors' review. More emphasis is placed on patient education with a focus on anticipatory guidance and prevention. Students are required to complete 135 hours of supervised clinical practice. Pre-requisites: NSG 671: FNP Clinical I

NSG 673. FNP Clinical III (3).

This is the third clinical rotation in a progressive sequence of Advanced Practice Nursing clinical courses for the Family Nurse Practitioner student. The course, which must be taken simultaneously with NSG 681, focuses the diagnosis and management of common acute and chronic health problems that occur in the family population across the lifespan. Students are expected to gain proficiency with performing histories and physical exams, developing differential diagnoses, and a prescribing a plan of care for each patient. Students present each patient and the management plan to their preceptors for

review. Emphasis is placed on professional collaboration and interdisciplinary consultation with other health professionals, teaching patients and families, and using evidence-based practice to prescribe and evaluate therapeutic interventions. Students must complete 220 hours of clinical for this course. Pre-requisite: NSG 672: FNP Clinical II. Co-requisite: NSG 681: Health & Illness Management I.

NSG 674. FNP Clinical IV (3).

This is the final clinical rotation in a progressive sequence of Advanced Practice Nursing clinical courses for the Family Nurse Practitioner student. The course, which must be taken simultaneously with NSG 682, continues to focus on the diagnosis and management of acute and chronic health problems in the family population, however more emphasis is placed on the student's independent management of increasingly complex patients. Students are expected to be proficient with performing histories and physical exams, developing differential diagnoses, and prescribing a plan of care for each patient. Students present each patient and an independently formed management plan to their preceptors for review. Emphasis is placed on professional collaboration and interdisciplinary consultation with other health professionals, teaching patients and families, accountability and patient advocacy, and using evidence-based practice to prescribe and evaluate therapeutic interventions. Students must complete 220 hours of clinical for this course. Pre-requisite: NSG 673: FNP Clinical III. Co-requisite: NSG 682: Health & Illness Management II.

NSG 680. Care Transitions (3).

This course will explore the movement of patients and families/caregivers between health care providers, different levels of care, and healthcare settings during the course of chronic or acute illnesses. Care transitions will provide the learner with insight into the critical role of the registered professional nurse as the coordinator of the healthcare team in the development of a culturally competent, comprehensive patient and family/caregiver-centered complex plan of care. This includes assessing and addressing the level of engagement in self-management and "compliance." Current validated models used to optimize transitions in care and improve client outcomes, such as readmission rates and medication errors, will be introduced along with principles of adult learning, how to identify health literacy and literacy deficits, and how to tailor appropriate education into daily practice.

NSG 681. Health & Illness Management I (3).

This course, which must be taken simultaneously with NSG 673, is designed to prepare the Family Nurse Practitioner (FNP) student with a theoretical and practice foundation for evaluating and managing common disorders across the lifespan using a family-centered approach. Building upon knowledge of anatomy, physiology, pathophysiology, pharmacology and advanced health assessment, students advance critical thinking skills by synthesizing assessment data to formulate differential diagnoses and management plans. Emphasis is placed on diagnosis and management of commonly occurring acute and chronic health problems from a lifespan perspective. Students practice and refine their assessment and diagnostic skill sets under the supervision of clinical faculty in the lab, and clinical preceptors in the field. Simulta-

neously, the student continues to develop in the role of the Advanced Practice Nurse through professional collaboration and consultation with other health professionals, teaching patients and families, and by using evidence-based practice to prescribe and evaluate therapeutic interventions. Seminars, clinical topic discussions, tests, case studies, OSCEs, and clinical practicum experiences further refine the student's communication, comprehensive assessment, and critical thinking skills essential for planning, delivering, and evaluating health care of individuals and families. Pre-requisite: NSG 666: Advanced Health Assessment II Co-requisite: NSG 673: FNP Clinical III.

NSG 682. Health & Illness Management II (3).

This course, which must be taken simultaneously with NSG 674, is a continuation of NSG 681 and is designed to prepare the Family Nurse Practitioner (FNP) student with a theoretical and practice foundation for evaluating and managing common disorders across the lifespan using a family-centered approach. Building upon knowledge of anatomy, physiology, pathophysiology, pharmacology, advanced health assessment, and concepts learned in NSG 681, students advance critical thinking skills by synthesizing assessment data to independently formulate differential diagnoses and management plans. Students integrate knowledge and practicum experiences in primary, secondary and tertiary preventive care interventions of patients and families. Emphasis is on the care for persons with acute and chronic issues throughout the lifespan. Students experience a variety of care settings as they continue to practice and refine their assessment and diagnostic skill sets under the supervision of clinical faculty in the lab and clinical preceptors in the field. Simultaneously, the student continues to develop in the role of the advanced practice nurse through professional collaboration and consultation with other health professionals, teaching patients and families, accountability to and advocacy for patients and families, and by using evidence-based practice to prescribe and evaluate therapeutic interventions. Seminars, clinical topic discussions, tests, case studies, OSCEs, and clinical practicum experiences further refine the student's communication, comprehensive assessment, and critical thinking skills essential for planning, delivering, and evaluating health care of individuals and families. Pre-requisite: NSG 681: Health and Illness Management I. Co-requisite: NSG 674 FNP Clinical IV.

NSG 690-699. Special Topics in Nursing (3).

This series of courses provide the opportunity for the study of content specifically related to nursing and health care that is not included in regularly scheduled course offerings. Courses designated as such will explore professional topics and issues of particular interest to students and faculty. Prerequisite: permission of instructor. Pass/fail.

NSG 697 (NSG 387/MIS 450/MIS 710). Health Information Systems (3).

This course provides students with the knowledge of the design, use, and evaluation issues of health informatics applications. The topics include: (1) health informatics as a discipline; (2) career options for health informatics; (3) major health applications and commercial vendors; (4) strategic information systems planning and project management; and (5) new opportunities and emerging trends. A

semester-long group will provide students hands-on experience in planning healthcare information systems; associated ethical and legal concerns, software engineering and human-computer interaction issues, and user acceptance and outcomes evaluation methods will also be discussed.

NSG 701. Teaching Practicum (3).

This nurse educator role course provides the student with an in-depth opportunity to explore and apply teaching and learning theories, concepts, and skills previously acquired in the program to an educational setting. Under the guidance of a faculty member and an expert preceptor, the student will actively participate in the development, implementation, and evaluation of teaching/learning activities during a semester-long practicum experience. The student is expected to establish a specific set of objectives to be accomplished, observe a model teacher, create teaching plans and material based on the most current research data, engage in teaching audiences of learners on content pertinent to her/his area of clinical specialization, attend curriculum and faculty meetings, develop and analyze examination items, and conduct a self-evaluation of the practicum experience. The student is expected to complete 180 hours of practicum (2 credits = 10 hours per week for 12 weeks). Students also will attend a total of 15 hours of seminar and individual meetings with the instructor during the semester to discuss and share teaching and learning experiences in their professional role as educators. Prerequisite: NSG 635 and Prerequisite or Corequisite: NSG 650

NSG 702. Palliative Care Clinical Pract (3).

This course provides the student with an in-depth opportunity to explore the role of the principles of palliative care and apply the knowledge and skills of this specialty practice area in a clinical setting of patients with terminal illness. Under the guidance of a faculty member and an expert preceptor, the student will actively participate in the needs of patients and families coping with terminal illness and plan, implement, and evaluate care during a semester-long clinical practicum experience. The student is expected to establish a specific set of objectives to be accomplished, work alongside a nurse expert in the field of palliative care, integrate the most current research data in the development of palliative of care plans, engage in interdisciplinary collaboration to ensure coordinated and comprehensive patient care, and evaluate the achievement of patient and family goals of care. The student is expected to complete 180 hours of practicum (2.5 credits = 15 hours per week (6 hours/credit) for 12 weeks). Students will also attend 12-15 hours of seminar and individual meetings with instructor during the semester to discuss and share teaching/learning experiences in their advanced professional role as providers of care to terminally ill patients and their families.

NSG 703. Administrative Practicum (3).

This nurse administrator role course provides the student with an in-depth opportunity to explore and apply management and leadership theories, concepts, and skills previously acquired in the program to a health care setting. Under the guidance of a faculty member and an expert preceptor, the student will actively participate in the devel-

opment, implementation, and evaluation of administrative activities during a semester-long practicum experience. The student is expected to establish a specific set of objectives to be accomplished, observe a model nursing administrator, attend organizational meetings, explore issues related to human resource management and quality care delivery, select an administrative problem and carry out appropriate approaches to decision making and problem solving, and conduct a self-evaluation of the practicum experience. The student is expected to complete 120 hours of practicum (2 credits = 10 hours per week for 12 weeks). Students will also attend a total of 15 hours of seminar and individual meetings with the instructor during the semester to discuss and share management and leadership experiences in their professional role as administrators.

NSG 704. Gerontology Clinical Practicum (3).

This course provides students with an in-depth opportunity to explore the principles of healthy aging and the care of older adults. In a clinical setting, they will have the opportunity to apply the knowledge and skills about older adults' growth and development, health promotion, disease prevention, and physiological aging. Under the guidance of a faculty member and an expert preceptor, the student will actively participate in the needs assessment of older adult clients and families and plan, implement, and evaluate care during a semester-long clinical practicum experience. The student is expected to establish a specific set of objectives to be accomplished, work alongside a nurse expert in the field of gerontology, integrate the most current research data in the development of plans of care, engage in interdisciplinary collaboration to ensure coordinated and comprehensive patient care, and evaluate the achievement of patient and family goals of care. The student is expected to complete 180 hours of practicum (2.5 credits = 15 hours per week (6 hours/credit) for 12 weeks). Students will also attend 12-15 hours of seminar and individual meetings with instructor during the semester to discuss and share teaching/learning experiences in their advanced professional role as providers of care to older adults.

NSG 706. Scholarly Project Continuation ().

This course is non-credit bearing and is designed for students who are not able to complete NSG 705 within one semester. This course will allow students to remain connected with a faculty advisor and also to continue their access to Le Moyne College resources. NSG 706 may be taken just one times and must be taken in the next available semester. Upon registering for NSG 706, the students will be charged an administrative fee. In the event NSG 706 cannot be completed in one semester, the student will need to re-register for NSG 705 with a new project proposal.

NSG 707. Nursing Informatics Practicum (3).

This course provides the student with an in-depth opportunity to explore the role of the nurse in health informatics in the practice setting. The student will apply knowledge of information systems, information processes, and nursing care delivery to assess system utility in meeting the care needs of patients and the information needs of providers and organizations. Under the guidance of a faculty member and an expert

preceptor, the student will actively participate in the needs assessment of patients and providers for information, plan for systems changes, and implement and evaluate system applications. The student is expected to establish a specific set of objectives to be accomplished, work alongside a nurse expert in the field of informatics, integrate the most current research data in the development of plans for information process changes and systems, and engage in interdisciplinary collaboration to ensure coordinated and comprehensive patient care. The student is expected to complete 120 hours of practicum (2 credits = 10 hours per week (5 hours/credit) for 12 weeks). Students will also attend 12-15 hours of seminar and individual meetings with instructor during the semester to discuss and share teaching/learning experiences in their advanced professional role in informatics.

NSG 709. Adv. Practice Nursing Capstone (1).

This is the culminating seminar for students in the Advanced Practice Nursing (APN) role. It provides the student the opportunity to summarize, evaluate, and integrate their experiences as they transitioned from RN to novice APN. Emphasis is placed on practice issues related to enhancing the APN role in healthcare settings and in the community at large, exploring job negotiation strategies, and examining the role of the clinical preceptor. Requirements for state and national certification and federal reimbursement are reviewed.

NSG 710. Scholarly Project I (1).

This pre-capstone course requires the student to demonstrate the ability to synthesize information acquired in the graduate core, the area of concentration, and the specialty practice/functional role courses in developing a scholarly project proposal. Students must choose a topic related to their role and are expected to work under the direct supervision of a faculty member to organize and complete their Scholarly Project proposal, secure Institutional Review Board (IRB) approval, if necessary, and establish a realistic timeline for implementation of their Scholarly Project in NSG 711. A seminar format and individual advisement with the faculty sponsor will be the approach used to assist students to accomplish these expectations. Prerequisites: Practicum course completed in program.

NSG 711. Scholarly Project II (2).

This capstone course requires the student to demonstrate the ability to synthesize information acquired in the graduate core, area of concentration, and specialty practice/functional role courses in carrying out this project. The student must have already decided on a topic related to their role as reflected in the draft proposal completed in NSG 710 and now the student must individually design, implement, analyze, and evaluate a new activity or creative approach that reflects an advanced level of knowledge and skills in their area of concentration. Also, the student must demonstrate well-developed abilities in decision making and problem solving as well as a solid understanding of the research process, socio-cultural issues, ethical dilemmas, and organizational systems for health care delivery. The student is expected to work under the direct supervision of a faculty member to organize and complete this written assignment. This project must demonstrate the student's ability to produce a scholarly paper that is relevant to nursing practice and that

is of publishable quality. Prerequisites: NSG 710. Co-requisites: NSG 701, NSG 702, NSG 703, NSG 704, or NSG 707.



Occupational Therapy

Chair: Ivelisse Lazzarini

Occupational Therapy is a health profession dedicated to assisting individuals to achieve their well being through engagement in occupations. Our curriculum is centered on an interdisciplinary and ecological complexity science model of education. An occupational therapist practicing within the spirit of an ecological complexity model views the client as a human organism, not just as an indication for therapeutic intervention; understands the client is embedded in a variety of systems – neurobiological, familiar, social, and physical – that continuously recalibrate themselves; and appreciates that small interventions with the appropriate level of challenge can have significant results.

The Master of Science with a concentration in Occupational Therapy at Le Moyne College is designed to educate national and international professionals who can actively contribute to the profession through service, scholarship, and leadership, promoting occupational justice in local and global communities. Our program focuses on the development of an ecologically global forward-thinking attitude and leadership. Le Moyne Occupational Therapy graduates are proficiently skilled healthcare professionals who exemplify excellence in their creativity, collaboration and communication promoting respect and service to their clients and for the field.

The two-year, entry-level, MS is an 80-credit full time program consisting of daytime, weekday classes with some evening labs. The program begins in June, and all courses are sequential. The curriculum is designed to provide an excellent education for students planning for professional roles as occupational therapy practitioners in traditional settings, as well as in areas of newly identified need. All qualified students are awarded a Master of Science degree after successful completion of the coursework. This coursework includes didactic classroom courses, online tests, projects and assignments, fieldwork experiences, and a master capstone project.

Admission Criteria

- Completed bachelor's degree or one completed by the time the program begins.
- At least 40 hours of clinical observation under the supervision of a licensed OT in multiple settings with different clients.
- The following prerequisites (semesters or equivalent quarters) with a B or better. AP and CLEP courses do not qualify.

- GPA of at least 3.0 or better in social sciences, science and prerequisite courses, as well as cumulative GPA.
- All prerequisites must be completed within the past five years.
- Miller Analogies Test (MAT) score in at least the 35th percentile.
- INTERNATIONAL STUDENTS: A score of at least 79 on the TOEFL or 6.5 on the IELTS in place of the MAT

Prerequisite Coursework

- | | |
|--|-----------|
| • Anatomy & Physiology I (200+ level) | 4 credits |
| o BSC 201 at Le Moyne will satisfy this prerequisite | |
| • Anatomy & Physiology II (200+ level) | 4 credits |
| o BSC 202 at Le Moyne will satisfy this prerequisite | |
| • Neuroscience OR Brain and Behavior or Cognition | 3 credits |
| • Cultural Ideas and/or Civilizations* | 3 credits |
| • Lifespan or Human Development | 3 credits |
| • Abnormal Psychology | 3 credits |
| • Statistics** | 3 credits |
| • Medical Terminology | 1 credits |
| o Note: Le Moyne does not offer this course. To satisfy this prerequisite, it may be taken online or in-person at another institution. | |
| • English composition or technical writing | 3 credits |
| • Humanities*** | 3 credits |

NOTES:

* *World literature, world religions, history, American studies, women's studies, sociology*

** *Social science or educational statistics strongly preferred*

*** *Ethics, philosophy of mind, theology*

Student Classifications

Candidates who fulfill the admission requirements are accepted only as full-time degree seeking students.

Health Clearance

In addition to meeting the immunization requirements of the College, more specific health and immunization requirements must be satisfied prior to participation in fieldwork experiences.

All students admitted to the Occupational Therapy Program are required to submit a certificate of complete physical examination that indicates the student is capable of completing the educational program, including clinical rotations no later than four weeks prior to matriculation.

Health Insurance

All students are required to have health insurance when entering the program and to provide proof in August of each year thereafter. Graduate students may obtain health insurance through the College. Students are not covered under Workman's Compensation or any other policy by Le Moyne College or by any of our affiliated clinical sites.

Academic Criteria Graduation Requirements

All occupational therapy graduate students are required to maintain a minimum GPA of 3.0 or greater in order to remain in good academic standing.

Probation

A student earning a grade less than a B in any course will be placed on academic probation. Additionally, a student who fails a Level I Fieldwork rotation will be placed on probation and required to repeat the rotation prior to the beginning of the next semester or advancing to taking any other courses.

Termination

The following will result in dismissal from the program:

- A student who receives a grade of less than B for 6 academic credit hours (two 3-credit courses, or any combination of courses that add up to a total of 6 credits) will be dismissed from the program.
- If a student is on academic probation from the didactic year, failing a single rotation will result in dismissal from the program.
- A second failed fieldwork Level I will result in dismissal from the program.

Transfer Credit/Waiver Policy

The Le Moyne College Occupational Therapy Program does not grant advanced placement, give credit for or accept transfer of credit for OT therapy courses or seminars.

The chair of the occupational therapy program has the authority to substitute a prerequisite course if such a substituted course is deemed to cover similar material satisfactorily.

Term limit for Completion

Occupational therapy students must complete the program within five years from the date of matriculation.

Withdrawal or Leave of Absence

If a student chooses to withdraw or take a leave of absence from the program, the student must inform their faculty advisor and department chair and follow department and college policy.

A student who withdraws from the college must apply for readmission through OTCAS.

For additional policies specifically related to the Occupational Therapy Program, please refer to the Occupational Therapy Student Handbook (available at student orientation), or on line in the Canvas Student Café.

Occupational Therapy Studies

Typical Program for Occupational Therapy Studies

First Semester	Hours	Second Semester	Hours
Summer I			
OTM 501	2		
OTM 502	3		
OTM 503	3		
OTM 504	2		
Year I			
OTM 505	3	OTM 601	4
OTM 506	2	OTM 602	3
OTM 507	3	OTM 603	2
OTM 508	2	OTM 604	3
OTM 509	3	OTM 605	3
OTM 510	3	OTM 606	5
OTM 511	1	OTM 611	1
Summer			
OTM 685	9		
Year II			
OTM 622	3	OTM 686	9
OTM 623	3	OTM 676	1
OTM 624	2		
OTM 625	3		
OTM 626	2		
OTM 621	5		
OTM 612	1		

All of the above course work is required for degree completion.

NOTE: The Department Chair will communicate any additional lab hours/time

The Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) has granted "Candidacy Status" to the Occupational Therapy Program at Le Moyne College.

Candidacy Status is step 2 of the accreditation process. Although the designation "Candidacy Status" is not a guarantee of accreditation, it does indicate that the resource allocation and plan for development of the proposed program appear to demonstrate the ability to meet the ACOTE Standards for a Master's-Degree-Level Educational Program for the Occupational Therapist if fully implemented as planned.

Courses

OTM 501. Introduction to OT (2).

This course introduces students to the Occupational Therapy Practice Framework: Domain & Process (OTPF) 3rd edition (AOTA, 2014), an official document for the profession. Introduction to perspectives on the science of human occupation and participation. Students will analyze the concepts of occupational meaning, context, inclusion and innovations as a way to analyze occupational performance and participation.

OTM 502. Clinical Anatomy & Kinesiology (3).

Review of joint and muscle structure and function and application of basic biomechanical, neuromuscular, and musculoskeletal principles, to

the analysis of everyday activities and therapeutic interventions. This course examines changes in gross and fine movement skills across the life course, and the relation of these changes to occupational performance. In addition, students learn biomechanical, ecological systems, and dynamical systems' principles underlying human movement and their application to functional activities including seating, transfers, and mobility. Principles covered in lecture are applied through practical experiences and discussions during the application sessions.

OTM 502L. Anatomy and Kinesiology Lab (0).

OTM 503. Movement, Participation and Adaptation of Occupation (3).

Through lecture and participatory activities, students investigate the domain of and "the dynamic occupation and client-centered process used in the delivery of occupational therapy" (AOTA, pg. 626). Employing logical thinking, critical analysis, problem solving, and creativity; students learn how to analyze and adapt occupations and activities. Students will be able to explain the meaning and dynamics of occupation and activity, including the interaction of areas of occupation, performance skills, performance patterns, activity demands, context(s), and client factors. Through community service projects, students will articulate to consumers and the general public the value of occupation to support participation. Using small group presentations, students will gain an understanding of the importance of the history and philosophical base of occupational therapy.

OTM 503L. Movement, Participation Lab (0).

OTM 504. Health Care Ethics & Advocacy (2).

This course examines advocacy methods at both the individual and systems levels. Informed by Jesuit social teaching, this course then applies ethical decision making strategies towards creating a more just society supporting occupational participation. Students learn to advocate for the community at large within the systems that support or influence occupational participation, the profession of occupational therapy, and the consumers of occupational therapy services.

OTM 505. Foundations of Occupational Science in OT Practice (3).

This course introduces the history and philosophy behind the discipline of occupational science. The concept of occupation will be explored through theory, assessments, and policies, which support occupation. Observation, interview, and narrative will be used, as tools to better understand the meaning of occupation (habits, rituals, intention and perception). The focus of this course is on understanding occupation and context at the level of the individual (individual, dyad, group, family, etc.). As a writing intensive course, students complete a variety of informal and formal papers and utilize a drafting process to ensure proficiency in written communication.

OTM 506. OT Practice in Mental Health (2).

The focus of this course is the range of mental health practice settings and service delivery across the lifespan. Students learn about various evidence based theories, models, and frames of reference that inform occupational therapy for clients with mental health issues. Using problem-based learning, students will analyze cases with increasingly complex psychosocial and contextual factors, influencing occupational performance. A significant emphasis is placed on evaluation, intervention, and discharge planning. Evidenced-based practice, clinical reasoning, and ethical decision making are integrated throughout the course.

OTM 507. Foundations of Neuroscience (3).

The anatomy and physiology of the human nervous system are introduced with emphasis on understanding the neural basis of sensory processing, movement, emotion, and behavior, as well as the functional consequences of different types of lesions or dysfunction. Lectures include neuroanatomy; development of the nervous system; function of central, peripheral, limbic, and autonomic nervous systems; motor control; sensation (vision, hearing, vestibular, somatosensation); and cognition. Students will be presented with case studies to apply the concepts to daily human occupations, which reinforce the clinical application of the course topics.

OTM 508. Group Task Process & Practice (2).

This seminar is designed to enhance clinical reasoning by facilitating the connection between propositional knowledge and practice knowledge. Making an early connection between propositional knowledge and practice knowledge is at the core of students' ability to integrate the social constructs of group dynamics in occupational therapy client centered practice. This course affords students to move from exploring and learning about group process to engaging in group therapy practice in a variety of settings. The students gain insight into the forces influencing their own group process, the foundations for professional socialization, therapeutic relationships, ethical practice, and other professional issues when working with persons and populations of all ages with a variety of needs for occupational therapy services. Self-directed, collaborative learning, and class participation are essential aspects of this seminar.

OTM 509. Clinical Medicine in Children & Adults (3).

General Medicine diagnoses that are leading cause of disability in children, adolescents, adults, and older adults are defined and described. Etiology, signs, symptoms, clinical course, medical management, morbidity, and prognosis are reviewed. The influence of medical pathology on activities of daily living and routines, and social participation is examined.

OTM 510. Introduction to Inquiry & Evidence Based I (3).

This is the first of a series of courses introducing students to the concepts of evidence-based practice and scholarship. Beginning with an orientation to published literature in the health professions, attention

will be given to techniques of searching bibliographic databases such as Medline, Cumulative Index to Nursing and Allied Health Literature, and PsychInfo. Students will search, read, and analyze literature that validates current practice. The student will be given the opportunity to: 1) interpret criterion-referenced and norm-referenced standardized test scores based on an understanding of sampling, normative standard and criterion scores, reliability, and validity, 2) articulate the importance of research, scholarly activities, and the continued development of a body of knowledge relevant to the profession of occupational therapy, 3) identify elements of inquiry, approaches to research and related information that is included within the framework of a research design, 4) effectively locate, interpret, and evaluate information, including the quality of research evidence, 5) compare and contrast research designs that adopt quantitative methodology, including basic descriptive, correlational, and inferential quantitative statistics, 6) examine underlying assumptions and implement strategies for conducting scientific inquiry based on analysis of qualitative data.

OTM 511. Fieldwork I-1A (1).

30-40 hours Level I fieldwork placement, exploring Mental Health Practice.

OTM 601. Occupational Performance in Adult and Geriatrics (4).

This course focuses on knowledge and resources needed for effective clinical reasoning about adults and older adults occupation-based evaluation and intervention. Developmental issues in adults and geriatrics are included. Students are assigned a case-based at the beginning of the semester. Topics covered include diagnostic conditions and disorders, practice contexts/environments, models and theories of practice, research evidence, healthcare/education regulations and policies, and interdisciplinary practitioner roles. Content is applied particularly to individuals living with long-term conditions who are most likely to benefit from compensatory and adaptive interventions to enable performance of meaningful occupations such as ADL/IADLs, work, education, play, leisure, and social participation. Classes consist primarily of lectures, group discussions, audiovisual presentations, and case study discussions. A high level of self-directed learning is expected.

OTM 602. Evaluation & Intervention With Adults And Geriatrics (3).

This course uses a case based approach to integrate knowledge of contemporary occupational therapy theory and practice to multiple medical and rehabilitation service delivery models. Cases will include increasingly complex physical, psychological, and contextual barriers to occupational performance for adults and older adults with physical disabilities. A significant emphasis is placed on evaluation, intervention, planning, and documentation. Evidenced-based practice and ethical decision-making are emphasized throughout the course. This course also includes Physical Agent Modalities, Splinting, and Positioning Labs.

OTM 603. Inquiry & Evidence Based Practice II (3).

This second course in the evidence-based practice sequence focuses on the critical analysis of research on intervention effectiveness. Students examine issues of internal, external, and statistical validity as they relate to the appropriate use of evidence for clinical decision-making as it pertains to their scholarly project. Submission of the scholarly project literature review is required.

OTM 604. Neuro-Rehabilitation (3).

This course provides an overview of cognition and perception. Students will learn how cognitive, visual, and perceptual processing impact occupational performance with an emphasis on individuals with brain injury. The course will introduce the student to neuro-rehabilitation theories and evidence to support best practice in the dynamic interplay between human cognition, perception, context, and occupation. Laboratory sessions provide students with the opportunity to develop competency in formal and informal assessments use in cognitive and perceptual evaluation.

OTM 605. Professional Reasoning (2).

This course will provide an introduction to the fundamental concepts of professional reasoning and critical inquiry as the basis for professional and interdisciplinary decision-making. Students will learn to identify assumptions, reflect on observations, differentiate select aspects of reasoning, and develop an attitude of inquiry. A problem solving approach to clinical decision-making will be introduced, including the basic principles and methods of evidence based practice.

OTM 606. Clinical Internship Level II Seminar I (0.5).

This seminar course prepares students for educationally directed clinical/community experiences under the supervision of a clinical fieldwork educator. Topics such as professional identity and behaviors, diversity, conflict resolution, and therapeutic intervention are covered. A major focus of this course will be sharing clinical cases to gain awareness of clinical reasoning skills, professional behaviors, and practice issues. Students bring their prior Fieldwork I experience to the seminar class for discussion to help make connections between course based learning and clinical/community practice. Class activities focus on professional skills needed for a successful Level II Fieldwork participation and becoming an entry-level OT practitioner.

OTM 611. Fieldwork I-2A: Adults (1).

30-40 hours Level I fieldwork placement, exploring adult practice.

OTM 612. Fieldwork I-3A: Pediatrics (1).

30-40 hours Level I fieldwork placement, exploring pediatric practice.

OTM 621. Clinical Internship Level II Seminar II (0.5).

This course is part of a seminar series that prepares students for educationally directed clinical/community experiences under the supervision

of a clinical fieldwork instructor. Students bring their previous experience to the seminar class for discussion to help make connections between course based learning and clinical/community practice.

OTM 622. OT Practice with Children and Youth (3).

The focus of this course is on the foundations of occupational therapy services for children, youth, and their families in various settings and models of service delivery. Students explore the pediatric OT processes and tools; policies and legislation influencing practice; primary conditions encountered; and the roles of the occupational therapist in pediatric practice. This course emphasizes theoretical concepts related to human occupation and performance in social, spiritual, and emotional contexts of children and youth. The course will also initiate the student's appreciation and value of community participation through active and inclusive living through fieldwork. The student will actively engage in the course through multiple learning processes including collaborations with peers, community stakeholders, and faculty; discussion and reflection of the congruence and discord of knowledge and experience; and self-directed learning through individual and group problem solving of individual and community needs. This course will facilitate a rigorous culture of scholarly inquiry as students begin to challenge beliefs and thoughts in occupational therapy theory and practice. As the student gains knowledge and experience with the occupational therapy theoretical, assessment, and intervention process for children and youth, the student will articulate a sense of professional identity and responsibility to peers, faculty, the community, the profession, and to society.

OTM 623. Evaluation and Intervention for Children And Youth (3).

This course integrates evidence and theory in contemporary applications of occupational therapy in multiple pediatric/adolescent service delivery models. Cases will include increasingly complex psychosocial, physical, and contextual barriers to occupational performance for children and adolescents using active and problem-based learning approaches. A significant emphasis is placed on evaluation, intervention, outcomes and documentation related to the various cases presented. Evidence based practice, clinical reasoning, and ethical decision-making will be emphasized throughout the course.

OTM 624. Rehabilitation Engineering & Assistive Technology (2).

This course focuses in understanding of the use of technology to support performance, participation, health and well-being. This technology may include, but is not limited to, electronic documentation systems, distance communication, virtual environments, and tele-health technology. Students participate in scholarly projects, including literature review, measurement; data collection, data analysis and interpretation, and writing scholarly reports.

OTM 625. Occupation in Community & Justice (3).

This course focuses on how systems, communities, and organizations influence health disparity and occupational participation. Students will explore, through systematic observation, interview, and analysis the determinants of population based health and wellness, barriers and supports to occupational participation, and the concepts of occupational and social justice. Students complete a variety of informal and formal papers and utilize a drafting process to ensure proficiency in written communication. This course includes service learning in the community.

OTM 626. Inquiry Evidence-Based OT Practice III (2).

This course is the last in the series of evidence-based in OT practice. Advanced lectures and discussions pertaining measurements, data collection, analysis and interpretation and publication sources will be the main focus. Research proposal submission is required. Dissemination of knowledge through presentations at state and national conferences are expected. Students are paired with faculty for mentoring and development of the project.

OTM 627. OT Management & Leadership (3).

This class focuses on management and leadership in occupational therapy across practice settings. It provides an overview of payment systems, departmental organization, marketing, supervision, quality improvement, and program evaluation. It provides students with the tools needed to lead OT programs and people with emphasis on important concepts of leadership including decision-making, conflict resolution, negotiation, and relational communication.

OTM 676. Capstones Master Project (1).

Scholarly Presentation of Master Project

OTM 685. Clinical Internship (9).

12 weeks -ADULT Experiential Practice.

OTM 686. Pediatrics Experiential Practice (9).

12 weeks of Clinical Internship Level II -2.



Physician Assistant Studies

Program Director and Clinical Associate Professor: Mary E. Springston

Professor(s) of Practice: Rebecca Brown, Elizabeth W. Mercer, Lynn-Beth Satterly, Anthony Vinciguerra

Associate Professor(s): William Holmes

Adjunct(s): Joel P. Delaney, Raymond A. Jannetti, Raelyn M. Killian, Sherradyn L. Mack, Marc Maller, Linda P. Mandanas, Michael Mastroleo, Lisa A. Olsen-Gugerty, Amy Roberson

Clinical Coordinator: Elizabeth Cuppelletti

Assistant Clinical Coordinator: Edward Wolfe

Working in an exciting and challenging career, the physician assistant practices medicine under the direction and supervision of a licensed physician. During the intensive training period, the physician assistant studies student becomes competent in such medical skills as history taking, physical assessment, patient management, surgical techniques and laboratory diagnostics. The physician assistant is trained to manage around 80 percent of the problems presenting in outpatient settings. Employment opportunities are excellent nationwide. The physician assistant profession is one of the fastest growing careers in medicine.

The Le Moyne College Master of Science Program in Physician Assistant Studies is dedicated to the education of students to become competent, caring, compassionate and ethical providers of primary health care services. The program seeks to instill in each individual the desire to pursue a lifelong commitment to promote excellence in the delivery of patient care through continual self-assessment and advancement of one's medical skills and knowledge. The program prepares the student to work in a wide variety of settings, such as hospitals, private primary care facilities, nursing homes and community centers.

The physician assistant studies (PA) curriculum is a 24-month full-time program, divided into 12 months of didactic courses followed by 12 months of supervised clinical practice.

The 12-month clinical curriculum is comprised of rotations in primary care, pediatrics, women's health care, surgery, emergency medicine, behavioral, geriatric medicine and medical selective and surgery or medicine elective. Emphasis is placed on developing a solid foundation for providing patient care in a variety of primary care and specialty settings.

Accreditation

The Le Moyne College Physician Assistant Studies Program is fully accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) and the Education Department of the State of New York. Graduates are eligible to sit for the national certification examination administered by the National Commission on Certification of Physician Assistants.

Accelerated – A five-year (3+2) B.S./M.S. curriculum with application to the physician assistant studies program in the student's junior year (available only to Le Moyne students).

Direct entry – For exceptional high school students to accelerate their path to become a P.A. in the five-year (3+2) Bachelor of Science (B.S.) in biological sciences/Master of Science (M.S.) program in physician assistant studies at Le Moyne College.

Physician Assistant Studies

Admission Criteria

- A baccalaureate degree from an accredited institution
- Cumulative, science and prerequisite grade-point averages of at least 3.0
- Completion of prerequisite courses
- Documentation of quality and quantity of health care experience
- Successful interview, by invitation
- Foreign transcripts need to be evaluated by World Education Services (wes.org) and submitted for the CASPA application
- International students:
Test of English as a Foreign Language (TOEFL) score of at least 79 or International English Language Testing System (IELTS) score of 6.5. The following are exceptions:
 - Graduation from an accredited American high school OR
 - Graduation from an American two- or four-year college or university OR
 - Completion of 15 graduate credits at an American college or university OR
 - Completion of 60 undergraduate credits including six transferable credits of English at an American college or university

Prerequisites

- 750 hours of paid, volunteer or combination hands-on patient care
- Biology I with lab and Biology II with lab for science majors
- Four additional advanced-level (200+) biological sciences courses for science majors, two of which must include lab
- Two semesters of general chemistry with lab for science majors
- One semester of organic chemistry or biochemistry
- Two semesters selected from the following: statistics, calculus or physics
- Two semesters of social science
- One semester of English composition or technical writing
- Completion of at least four advanced-level science courses within the last five years
- Basic computing skills

Admission Options

Post-baccalaureate – For individuals who have already earned a bachelor's degree or will have earned one by the time the program begins.

Student Classifications

Candidates who fulfill the admission requirements are accepted only as full-time degree-seeking students.

Health Clearance

In addition to meeting the immunization requirements of the College, more specific health and immunization requirements must be met prior to participation in any clinical rotations.

Academic Criteria

Graduation Requirements

Successful conclusion of the PA Studies Program requires a minimum G.P.A. of 3.0 and completion of required coursework.

Probation

Physician assistant studies students earning a quality point index of less than 3.0 are placed on academic probation. A student who receives a grade of less than a B for three academic credits will be placed on academic probation. A student who fails any pass/fail course will be put on academic probation.

Termination

The following will result in dismissal from the program:

- A student who receives a grade of less than B for six academic credit hours.
- A student who receives a grade of less than a C in the didactic year for a three-credit course (a three-credit course or combination of courses that add up to a total of three credits or more than three credits).
- A student who is on probation who fails a pass/fail course. A student who has failed two pass/fail courses.

Transfer Credit/Waiver Policy

The Le Moyne College Physician Assistant Studies Program does not grant advanced placement, give credit for or accept transfer of credit for PA Studies courses. Previous health care experience is required, but no course credit is granted for that experience.

The director of the physician assistant studies program has the authority to substitute a prerequisite course if such a substituted course is deemed to cover similar material satisfactorily.

Term Limit for Completion

Physician assistant studies students must complete the program within four years from the date of matriculation.

Withdrawal or Leave of Absence

If a student chooses to withdraw or take a leave of absence from the program, the student must inform their faculty advisor or department chair and follow college policy.

For additional policies specifically related to the Physician Assistant Studies Program, please refer to the Physician Assistant Studies Student Handbook (available at student orientation), or on-line at www.lemoyne.edu/pa.

Typical Program for Physician Assistant Studies

First Semester	Hours	Second Semester	Hours
Year I			
PAS 501	7	PAS 502	7
PAS 511	4	PAS 512	4
PAS 513	3	PAS 514	3
PAS 521	3	PAS 522	3
PAS 600	0	PAS 602	1
PAS 601	1	PAS 517	4
PAS 516	4		
Summer			
PAS 503	7		
PAS 515	3		
PAS 603	3		
PAS 518	4		
Year II			
PAS 671	3	PAS 674	3
PAS 672	3	PAS 675	3
PAS 673	3	PAS 676	3
PAS 651	3	PAS 652	3
PAS 604	2	PAS 605	3
Summer			
PAS 677	3		
PAS 678	3		
PAS 653	3		

All of the above course work is required for completion of degree.

Courses

PAS 501. Clinical Medicine I (7).

This case-based course introduces students to the fundamentals of medical practice, including history taking and physical examination skills. Utilizing a systems approach, it includes a comprehensive study

of diseases with emphasis on etiology, pathophysiology, signs and symptoms, diagnostic procedures, and therapeutic measures involved in treating the various medical problems. Various aspects of preventive medicine, patient counseling and education, medical law and ethics, medical economics, physician assistant practice, and other related factors are incorporated. This course is closely integrated with Human Anatomy and Physiology I and Pharmacology I. Prerequisites: Acceptance into the Physician Assistant Program.

PAS 502. Clinical Medicine II (7).

This is a continuation of PAS 501 Clinical Medicine I, and is integrated with Human Anatomy and Physiology II and Pharmacology II.

PAS 503. Clinical Medicine III (7).

This is an advanced course in clinical medicine topics with focus on integrating basic sciences, basic medical sciences, and clinical practice. A combination of cases, lectures, and laboratory experiences provide the student with an opportunity to solidify clinical skills, critical thinking skills, self-directed learning, and professional communication skills. Prerequisites: Completion of PAS 501 and 502. Corequisites: PAS 515. Open only to Physician Assistant Studies students. Required for completion of degree.

PAS 511. Human Anatomy & Physiology I (4).

This course utilizes a systems approach to applied functional human anatomy and physiology. It includes both classroom and lab sessions so that students develop an understanding of the integral workings of the human body. Lab sessions will use models, computer simulated software, and prosecuted human cadavers. Body systems covered include nervous, special sense, endocrine, musculoskeletal, renal, reproductive, respiratory, cardiovascular, and digestive. The order may be rearranged to integrate with Clinical Medicine I and Pharmacology I. Prerequisites: Acceptance into the Physician Assistant Program.

PAS 512. Human Anatomy & Physiology II (4).

This is a continuation of PAS 511 and is integrated with Clinical Medicine II and Pharmacology II. Remaining body systems will be covered through didactic and laboratory sessions and will integrate with Clinical Medicine II and Pharmacology II.

PAS 513. Pharmacology I (3).

Medical management of diseases affecting the major body systems will be covered in this course, including the principles of pharmacology as they pertain to therapeutic agents. Students learn the principle mechanisms of action of the major groups of therapeutic agents, absorption, metabolism, distribution, uses, side effects, and toxicities of representative drugs. It is closely integrated with PAS 501 Clinical Medicine I and PAS 511 Anatomy & Physiology I. Prerequisites: Acceptance into the Physician Assistant Program.

PAS 514. Pharmacology II (3).

This is a continuation of PAS 513 Pharmacology I. Medical management of diseases affecting the major body systems will be covered in this course, including the principles of pharmacology as they pertain to

therapeutic agents. Students learn the principal mechanisms of action of the major groups of therapeutic agents, absorption, metabolism, distribution, uses, side effects, and toxicities of representative drugs. It is closely integrated with PAS 502 Clinical Medicine II and PAS 512 Anatomy & Physiology II.

PAS 515. Counseling and Public Health (3).

This course covers general public health concepts, including health promotion and disease prevention. Patient education, counseling, and intervention strategies are covered. Students explore available community and public health resources relevant to patient needs throughout the lifespan of pediatric, adult, and geriatric populations. Content is based on Healthy People 2010 guidelines.

PAS 516. Physical Diagnosis and Patient Evaluation Laboratory I (4).

This course presents the techniques necessary to elicit comprehensive medical histories, perform complete physical examinations, make case presentations, and document patient information. A combination of lectures, discussions, case studies and simulations will be used to present and practice concepts. Each aspect of the course emphasizes the importance of creating a therapeutic and ethically sound relationship with patients and other healthcare professionals. The course integrates material from Clinical Medicine I, Pharmacology I, Human Anatomy and Physiology I and Medical Humanities.

PAS 517. Physical Diagnosis and Patient Evaluation Laboratory II (4).

This course presents the techniques necessary to elicit comprehensive as well as focused medical histories, perform complete or focused physical examinations, understand the indications for and evaluation of various ancillary studies, make case presentations, and record various types of patient information, including an introduction to electronic Medical Records systems. A combination of lectures, discussions, case studies and simulations will be used to present and practice concepts. Each aspect of the course emphasizes the importance of creating a therapeutic and ethically sound relationship with patients and other healthcare professionals. The course integrates material from Clinical Medicine II, Pharmacology II, Human Anatomy and Physiology II and Medical Humanities II. Prerequisite: PAS 516 with a grade of "B" or better.

PAS 518. Physical Diagnosis and Patient Evaluation Laboratory III (4).

In the Summer Semester the previously taught skills of obtaining comprehensive or focused medical histories, performing complete or focused physical examinations, performing oral case presentations, documenting various types of patient information are reinforced. Instruction in the special patient populations of Women's Health Care, Geriatric and Pediatric Health Assessment is given. Additionally, emphasis will be placed on Competency-based evaluation as the student moves toward clinical rotations through a combination of lectures, discussions, case studies and simulations training. Each aspect of the course emphasizes the importance of creating a therapeutic and

ethically sound relationship with patients and other healthcare professionals. The course integrates material from Clinical Medicine III. Prerequisite: PAS-516 and PAS-517.

PAS 521. Medical Humanities Seminar I (3).

This interdisciplinary seminar is designed to engage students in thinking critically about fundamental ethical, cultural, religious, and social issues concerning health, medical practice, access to health care and public policy. By taking note of the plurality of cultural and social contexts in which medical care and moral discourse about medical care take place, students will explore the values, ideologies, and institutional practices that shape the meanings that health, illness, and acceptable medical practices have for patients and for health care practitioners and that influence medical decision-making and interactions between patients and health care practitioners. Whenever possible, this course will be coordinated with PAS 501 (Clinical Medicine I).

PAS 522. Medical Humanities Seminar II (3).

This is a yearlong, interdisciplinary seminar designed to engage students in thinking critically about fundamental ethical, cultural, religious, and social issues concerning health, medical practice, access to health care and public policy. By taking note of the plurality of cultural and social contexts in which medical care and moral discourse about medical care take place, students will explore the values, ideologies, and institutional practices that shape the meanings that health, illness, and acceptable medical practices have for patients and for health care practitioners and that influence medical decision-making and interactions between patients and health care practitioners. Course will be coordinated with PAS 502 (Clinical Medicine II.)

PAS 600. Orientation to Physician Assistant Prog (0).

This course introduces the physician assistant to the history of the profession, role of the physician assistant in the health care team, professional organizations, requirements for licensure (including graduation from an accredited program, certification and recertification requirements), credentialing, professional liability, and general trends in political and legal issues that affect PA practice.

PAS 601. Research Seminar I (1).

This course is the first of 5 seminars that will culminate in the completion of a master's project. Working in collaboration with faculty sponsors, students will produce a scholarly work pertaining to the science, practice or profession of physical assistant. Each project must include a review of a relevant scholarly literature, involve the analysis of data, and be conducted by students working in teams of perhaps 3 to 4. Specific topics of investigation will depend on the interests of students and faculty, and on available resources. In this seminar, students will explore their research interests and those of the faculty, and create their project teams. Project teams will then decide upon the questions or problems they wish to investigate, design methods by which to investigate the problems, identify relevant resources, consult with local agencies and experts as necessary, and create initial and updated

outlines of project proposals. In addition, students will become familiar with many of the research designs and statistical concepts of evidence-based medicine.

PAS 602. Research Seminar II (1).

This course is the second of 5 seminars that will culminate in the completion of a master's project. Working in collaboration with faculty sponsors, students will produce a scholarly work pertaining to the science, practice or profession of physician assistant. Each project must include a review of relevant scholarly literature, involve the analysis of data and be conducted by students working in teams of perhaps 3 to 4. Specific topics of investigation will depend on the interests of students and faculty, and on available resources. In this seminar, project teams will create formal project proposals in which they explain the questions or problems to be investigated and the methodologies to be used, and write drafts of applications for review of research by the College's Institutional Review Board for the Protection of Human Subjects (IRB). In addition, students will continue their study of the research designs and statistical concepts of evidence-based medicine. Prerequisites: PAS 601

PAS 603. Research Seminar III (3).

This course is the third of 5 seminars that will culminate in the completion of a master's project. Working in collaboration with faculty sponsors, students will produce a scholarly work pertaining to the science, practice or profession of physician assistant. Each project must include a review of relevant scholarly literature, involve the analysis of data, and be conducted by students working in teams of perhaps 3 to 4. Specific topics of investigation will depend on the interests of students and faculty, and on available resources. In this seminar, project teams will submit to the College's Institutional Review Board for the Protection of Human Subjects (IRB) applications for review of research, write second drafts of the introduction and methods sections of their master's project reports, and continue their study of medical research designs and statistics. Prerequisites: PAS 602.

PAS 604. Research Seminar IV (2).

This course is the fourth of 5 seminars that will culminate in the completion of a master's project. Working in collaboration with faculty sponsors, students will produce a scholarly work pertaining to the science, practice or profession of physician assistant. Each project must include a review of relevant scholarly literature, involve the analysis of data, and be conducted by students working in teams of perhaps 3 to 4. Specific topics of investigation will depend on the interests of students and faculty, and on available resources. In this seminar, project teams will collect and analyze their project data, and write drafts on the results sections of their project reports. Prerequisites: PAS 603. Pass/Fail

PAS 605. Research Seminar V (3).

This course is the fifth of 5 seminars that will culminate in the completion of a master's project. Working in collaboration with faculty sponsors, students will produce a scholarly work pertaining to the science, practice or profession of physician assistant. Each project must include a review of relevant scholarly literature, involve the analysis of

data, and be conducted by students working in teams of perhaps 3 to 4. Specific topics of investigation will depend on the interests of students and faculty, and on available resources. In this seminar, students will complete their projects, submit final written reports, and present posters of their findings to the college community. Final reports and posters will follow the editorial style of the American Medical Association, and will incorporate explanations of the questions or problems that were investigated, assessments of the current state of knowledge pertinent to the questions or problems, descriptions of the methodologies and data analysis techniques that were used to answer the questions or resolve the problems, and discussions of findings, including summary and implications, recommendations, limitations and conclusions.

Prerequisites: PAS 604. Pass/Fail

PAS 651. Professional Skills I (3).

The series of courses is designed to prepare Physician Assistant students to practice medicine in the current health-care system. The student will address legal and ethical issues as they relate to the health profession; study behavior aspects of medicine, social causes of illness, and preventative medicine; review the medical literature and apply it to a clinical setting; examine insurance, billing and coding issues; and refine the knowledge, skills, and techniques acquired during their clinical rotations. Communication skills, professional standards and requirements, advanced clinical topics, health care practice issues, patient response to illness, and other topics encountered in the clinical setting will be discussed. Pass/Fail.

PAS 652. Professional Skills II (3).

This series of courses is designed to prepare Physician Assistant students to practice medicine in the current health-care system. The student will address legal and ethical issues as they relate to the health profession; study behavior aspects of medicine, social causes of illness, and preventative medicine; review the medical literature and apply it to a clinical setting; examine insurance, billing and coding issues; and refine the knowledge, skills, and techniques acquired during their clinical rotations. Communication skills, professional standards and requirements, advanced clinical topics, health care practice issues, patient response to illness, and other topics encountered in the clinical setting will be discussed. Pass/Fail.

PAS 653. Professional Skills III (3).

This series of courses is designed to prepare Physician Assistant students to practice medicine in the current health-care system. The student will address legal and ethical issues as they relate to the health profession; study behavior aspects of medicine, social causes of illness, and preventative medicine; review the medical literature and apply it to a clinical setting; examine insurance, billing and coding issues; and refine the knowledge, skills, and techniques acquired during their clinical rotations. Communication skills, professional standards and requirements, advanced clinical topics, health care practice issues, patient response to illness, and other topics encountered in the clinical setting will be discussed. Pass/Fail.

PAS 671 - 678. Clinical Rotations I-VIII (3 each).

Clinical rotations are six-week rotations spent full-time in the clinical setting. Students are assigned to complete rotations such that they acquire clinical experiences that will prepare them to practice as mid-level primary care providers. Students complete rotations in (1) primary care, (2), pediatrics, (3) women's health, (4) geriatrics/behavioral health, (5) surgery, (6) emergency medicine, (7) medicine, (8) elective. Each rotation emphasizes cultural sensitivity, understanding of health in relationship to the predominant culture, and the role of the health care provider in the setting. Prerequisites: Successful completion of the first year of the Physician Assistant Studies Program and approval by the Physician Assistant Promotions Committee. Pass/fail.

Directory



Faculty of Instruction

Chairs

KAREL I. BLAKELEY

Chair, Department of Visual and Performing Arts,
Associate Professor of Theatre Arts
BFA Theatre Arts, Lake Erie College; MFA
Scenic Design Syracuse University

DAVID CRAIG (2005)

Professor of Physics
A.B., Princeton University; Ph.D., University of
California

BRUCE A. ERICKSON (2004)

Associate Professor of History
B.A. Colorado State University, M.A. University
of New Mexico, Ph.D. University of New Mexico

C. TABOR FISHER

Associate Professor of Philosophy
B.A., Taylor University; M.A., Oklahoma State
University; Ph. D., Binghamton University.

STEPHEN FLEURY (1998)

Professor of Education
B.A., Le Moyne College; M.S., Ph.D., Syracuse
University

CARMEN J. GIUNTA (1990)

Professor of Chemistry
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Harvard University

JIM HANNAN (2006)

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BRENDA J. KIRBY, PH.D. (1995)

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Psychology, University of Nebraska-Lincoln;
Ph.D., Social Psychology, University of Nebraska-
Lincoln

IVELISSE LAZZARINI (2014)

Professor of Occupational Therapy
B.S., Temple University; OTD., Creighton
University

MICHAEL J. MILLER (1984)

Professor of Mathematics
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University of Chicago

BETH F. MITCHELL (1988)

Professor of Biological Sciences
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JOAN K. MYERS (1989)

Associate Professor of Accounting
B.B.A., Niagara University; M.B.A., Ph.D.,
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DENNIS O'CONNOR (1986)

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DELIA POPESCU

Associate Professor, Chair, Director of the Legal
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Studies
Ph.D. Political Science, University of Colorado,
Boulder, M.A. University of Colorado, Boulder
Political Science, B.A. Louisiana State
University, Baton Rouge, Louisiana, Summa Cum
Laude, and with University Honors (4.0 GPA)

DAN ROCHE (2001)

Associate Professor
B.S., Mechanical Engineering, University of
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M.A./W., Nonfiction Writing, University of Iowa;
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MARY L. ZAMPINI (2004)

Professor of Spanish
B.A. in Spanish, St. Bonaventure University;
M.S. in Spanish Linguistics, Georgetown
University; Ph.D. in Hispanic Linguistics,
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Program Directors

MATT CHIORINI

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B.A. Theatre Arts, Santa Clara University,
MFA Acting: Moscow Art Theatre School and
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MARTHA GRABOWSKI (1987)

McDevitt Distinguished Chair in Information
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B.S., United States Merchant Marine Academy;
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Institute

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Director, Visual Arts Program, Adjunct Faculty of
Visual Art
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University

Professors

BERNARD A. AROGYASWAMY (1986)

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KRYSTINE I. BATCHO, PH.D. (1977)

Professor
Psychology, College Misericordia, 1973; MA,
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- WEN MA (2004)**
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- MICHAEL P. MASINGALE (1984)**
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- DAVID MCCALLUM, S.J.**
Associate Professor of Human Resource Management
- CHRISTINA MICHAELSON, PH.D. (1996)**
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- WILLIAM V. MILLER (1982)**
Associate Professor Emeritas of Mathematics
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- ERIN E. MULLALLY (2003)**
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- ANNA O'BRIEN (2007)**
Associate Professor of Chemistry
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- ORLANDO OCAMPO (1990)**
Associate Professor of Spanish
Licenciaturas en Inglés y en Historia, Universidad Nacional de Tucumán; M.A. in Comparative Literature, University of Chicago; Ph.D. in Romance Languages, University of Chicago
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